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ABSTRACT

Information on curriculum offerings and program planning and administration of a community-based work and living program for deaf-blind and other severely disabled adolescents and young adults is presented in two volumes. Volume I, an administrative manual independently titled "Community Based Training. Work and Independent Living Training for Severely Handicapped Deaf-Blind Adolescents and Youth Adults," presents forms and inventories for recordkeeping and assessment purposes and covers the following concerns: the population, admission, choosing an apartment location, rules, staffing considerations, vocational alternatives, work placement and training, agency cooperation, transportation, funding, and evaluation. Additional details of the curriculum framework, staff inservice training, community training, and parent counseling are provided. Appended materials include: the "Domestic Living Skills Observation Checklist"; "Meadow/Kendall Social Emotional Inventory"; forms needed for admission, review, and dismissal; and a staff self-assessment inventory. The second volume, a curriculum guide independently titled "Community Based Independent Living. A Guide to Programming For Severely Disabled Adolescents," includes descriptions of real life situations and approaches that have been successful. The first section addresses the following concerns: the clients, apartments, staff, daily schedule, admission criteria and procedures, evaluation, recordkeeping, and discipline. The second section considers the curriculum areas of domestic living, sex education and family living, and leisure-recreation. Specific areas of the curriculum include: self-care, home management, personal/social adjustment, and individual and group recreation. Specific user concerns regarding practice characteristics and replication of the model are covered in chart form. (SEW)

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Independent Living Training
A Guide to Programming
Volume I

EC 152613

Education Service Center, Region 20
San Antonio, Texas

COMMUNITY BASED TRAINING

WORK AND INDEPENDENT LIVING TRAINING FOR SEVERELY HANDICAPPED DEAF-BLIND ADOLESCENTS AND YOUNG ADULTS

ADMINISTRATIVE MANUAL

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PART I: INTRODUCTION

Community Based Work and Independent Living Training for Severely Handicapped Deaf-Blind Adolescents and Young Adults is a lengthy and descriptive title for the services provided by a component of Education Service Center, Region 20. The project is located in San Antonio, Texas and, at present, directly serves 15 of 24 identified deaf-blind adolescents in the fourteen-county area of south Texas served by Region 20. There are a total of 72 deaf-blind school age students registered with the Texas Education Agency in this area. Each deaf-blind adolescent registered with the Region 20 program must go through the standard public school Admission, Review, and Dismissal (ARD) Committee process to determine program eligibility. During 1981-82, 15 adolescents representing ten school districts were served by the project. The client group includes eight males and 7 females, ages 16-22 (median age is 19.4 years). Of the 15 clients, five are Mexican-American, four are Black, and six are Anglo. Four of the clients are from families receiving Aid to Dependent Children.

All clients in the program have various degrees of visual impairments and all except four are severely to profoundly deaf. The four who are not severely deaf have sufficient hearing to allow their use of oral communication. Most of the clients are severely retarded, and over half of the clients have some physical disability such as cerebral palsy, partial paralysis, etc.

The program owes its inception and existence to the project manager's inveterate belief that learning is best accomplished by doing, and that the ensuing accomplishments contribute immeasurably to the clients' self esteem. The circle completes itself when increased self esteem enhances the clients' abilities to learn and do.

Consideration of students' ultimate life goals has, until recent years, been sorely lacking in traditional special education programs. Students reached age 21 and were graduated able to match pictures of plastic forks to the actual object, without being able to use a fork adequately. Most of these handicapped young adults lacked basic skills in living, such as independent self-care, work-related skills and home managment abilities. In short, these expert picture-matchers were ill-equipped to deal with a world beyond the classroom.

In the mid-70's educators were faced with adolescent deaf-blind students who obviously were not going to make it on an academic track. In 1976, the Region 20 staff began to look toward a functional curriculum that integrated school activities into living and work situations. This more realistic turn came about when it was realized that the students would indeed reach 21, would no longer be served by public schools, and would need some basic skills to deal with the world that would be theirs for the rest of their lives; in short, work and independent living skills.

Community Based Independent Living Training is Region 20's response to the problem. Its inception came in 1978 with a grant from Texas Education Agency to train deaf-blind adolescents in real work environments. This training was a logical extension of training done in pre-vocational activities in school classrooms. Skills learned and practiced in the isolated classroom setting were markedly improved when applied to real life situations. Work output and quality increased, as did social appropriateness, when students worked and lived in environments similar to those of their non-handicapped peers. (see Appendix A). For example, one student who was cared for and catered to at

home, and who was only sometimes able to attend for one minute to a two-step assembly task, began initiating self-care and management tasks when in the apartment setting. She began to attend longer and more successfully to more difficult work tasks. As expectations for her increased, so did her ability.

The premise of Region 20's program is that every person has the right to the greatest degree of independent living of which s/he is capable. Inferred in this statement is the power of choice and the opportunity to exercise that choice in matters of self-care and home management. Also included is the opportunity for education, housing, recreation, transportation, and general community access in a manner that is as independent as possible, according to the abilities of each client. The Region 20 model project endeavors to maximize each client's movement toward this end.

Apartment Life/Work Life: An Overview

The Community Based Independent Living and Work Training Program has established and maintains three apartments for participating clients. Sueprvision is provided as needed by each client. With guidance provided by a team of apartment managers, clients plan, shop for, and cook their own meals and learn to tend their own living space. Several clients prepare their own sack lunches to take to work, and often take it upon themselves to share the load by taking turns, with one client preparing lunches for the others.

Leisure time activities are many and varied. Clients are encouraged to meet and mingle with able-bodied apartment residents. This often occurs spontaneously through football games or at the pool. The home managers work toward educating other apartment residents about the clients' abilities. The clients themselves are often their own best advocates.

Organized activities include shopping trips to malls, attendance at sports or special events in the city, and picnics. The clients are encouraged to take responsibility for their own leisure activities.

Work is an integral part of most adults' lives, and the clients are no exception. Home managers work with them on bus training, both to get to work and to get around the community. Abilities vary from use of the San Antonio VIA Trans Bus System for the Handicapped (door to door service) to one client's independently travelling across town with two transfers in either direction. The work settings vary according to the clients' abilities. Some are employed full-time and competitively at the Lighthouse for the Blind. Another is participating in work training at a local electric fan factory and is being trained for a specific job in that industry.

Apartment life provides an example of the viability of deaf-blind adoelscents learning skills in independence. Being on their own (with guidance) necessitates their learning to care for themselves. The apartment program provides them with this opportunity.

Purpose of Administrative Manual

This manual is intended to provide general information concerning considerations for community based work and independent living for deaf-blind and other severely disabled students. In addition, it provides specific administrative procedures

for planning, implementing, and managing the program. While designed and operated to serve deaf-blind severely handicapped clients, the model's applicability is by no means limited to that population. Its operating procedures and tenets can be adapted to serve almost any population. Modifications may be made in terms of staff-client ratio and amount of supervision needed, and as needed to mesh with a particular community's needs. One premise that is basic to this model is that work training, regardless of skill level, be conducted away from the living situation. Few individuals in the able-bodied population live and work within their home environment.

Programming Considerations

The Region 20 model operates on some major programming considerations. They are as follows:

1. Programming should focus on daily living and pre-vocational/vocational skills, where simultaneous instruction in the home environment fosters an increase in work related skill development.

2. Programming should occur in functional learning environments that include natural living and work settings based in the community.

3. Programming should provide a continuum of learning environments that allows for movement of the client toward his/her own optimal independent functioning.

4. The programming should be aimed toward producing skills that are essential for independent living and that will facilitate income production to the maximum ability of each client.

5. Students should be taught what they need to know in order to function as independently as possible in community environments.

6. Clients can achieve a higher functioning level when higher expectations are present, coupled with the opportunity to function in natural work and living environments.

7. The more severely disabled a client is, the less likely it is that training, including classroom instruction, transfers to a real job or home training situation. This suggests the need to provide natural community based training to insure success.

8. Programming should interface with community living and work options in order to facilitate the transition beyond public school education.

It is helpful for all those involved in programming to agree with these considerations.

Description of Curriculum

The curriculum consists of three domains of instruction (domestic living, leisure/recreation, and sex education). The Domestic Living domain includes 50 self-care behaviors, 59 home management behaviors, and 77 food preparation behaviors. Each behavior originates from a task-analysis of the natural home environment. These behaviors are listed on the Domestic Living Skills Observation Checklist (Appendix B). Additional behaviors in the areas of personal-social adjustment, functional living skills, leisure-recreation, sex and family living are pending eventual inclusion into the assessment form.

Description of Instructional Model

As previously stated, this model operates on the premise that independent living training in natural community environments. Such independent living training includes homemaking, personal self-care, leisure time, community access, and sex education. The skills which are minimally required for a severely disabled young adult to function as independently as possible within the natural community are stressed.

The home training staff provides a family-like atmosphere in which the training occurs. Total communication is the primary language mode for instruction. Staff role modeling, physical prompting, and cueing are also used for instructional purposes. The students live in apartments within the San Antonio community. This setting contributes toward both the content and motivation for the clients' acquisition of independent living skills. Through peer role modeling, fellow clients also contribute greatly to the instructional model.

Some Possible Funding Options

If the clients are school age, public schools may be a funding source. The school district may either provide staff and overhead to implement the program, or it may pay an annual fee into a cooperative, and pay an agency such as Region 20 to provide programming.

In Texas, the Texas Commission for the Deaf has the legal authority to offer monies in support of independent living centers for the deaf-blind. The Texas Department of Human Resources also has money set aside for independent living and home management. These monies can be applied toward individual home care services. The Texas Rehabilitation Commission provides money to maintain and establish Extended Rehabilitation Services (ERS). This system of homes is especially applicable for clients who will most likely always need residential services.

In San Antonio, San Antonio Independent Living Services (SAILS) through Title VII independent living center funding serves as an information and referral center funding serves as an information and referral center. SAILS is an example of handicapped helping the handicapped. It plans to offer direct services through staff trained in independent living, work training, and work placement for all adults who are handicapped. This non-profit organization could conceivably apply directly to the Department of Human Resources for a block grant to set up and administer community apartment settings as living and training sites for disabled adolescents and adults.

In terms of work training, the private sector may be approached as an alternative to traditional simulated workshop environments. An agency could offer to survey an industrial site as to areas of high turnover. An offer may then be made to train clients for specific jobs. If the business will agree to commit a specified amount of dollars for training, the agency could provide dedicated employees who would be less apt to leave their jobs than might able bodied employees. This would result in an ultimate savings for the business, and jobs for the disabled population.

PART II: ADMINISTRATIVE GUIDELINES

Population

Clients must be determined eligible for special education services as deaf-blind or visually handicapped/multihandicapped by the referral committee and must be 14-21 years of age.

The Admission, Review, and Dismissal (ARD) Process

Prior to entrance in the Region 20 project, the following procedures are carried out before an ARD Committee meeting is scheduled to consider a prospective client in the Region 20 Deaf-Blind Apartment and Work Training Program.

1. The Project Manager at Education Service Center, Region 20 receives a referral and completes the Pre-evaluation/Admission Information form (Appendix C)

2. The Project Manager follows up on the referral and notifies appropriate agencies (Texas Education Agency, the local education agency (LEA), the Commission for the Blind, Texas Rehabilitation Commission, etc.) that the client has been referred.

   Formal referral must be made by the local education agency accompanied by parent and/or student consent, when the student is 18 years of age or older.

3. The Project Manager writes to the LEA stating admission procedures and encloses the forms that must be completed before comprehensive assessment is scheduled. Completion of these forms is mandated by Texas Education Agency's policies and procedures. (see Appendix D for forms)

   a. Admission Application
   b. A general physical examination (performed within the past 100 days) and health record
   c. TB test no older than one year
   d. An eye examination by an optometrist or opthalmologist (performed within the past 120 days) which certifies that the child has either no vision or serious visual deficit after correction.
   e. An audiological examination (performed within the past 240 days)
   f. Results of any assessments that may have been performed as prescribed by State Board of Education Policy 3572.3, and any other data which may bear significantly upon the admission process and the formulation of an Individual Educational Plan (IEP).
   g. Comprehensive Evaluation Permission Form
   h. Medical history
   i. Immunization record
   j. Birth certificate
   k. Medical Authorization form
   l. Copy of SSI benefits received and medical card (current)

4. Upon receipt of completed forms, a comprehensive assessment of the prospective client is scheduled to take place at the deaf-blind apartment complex for 1-30 days. The following areas are addressed:

a. Language/Communication Skills
b. Daily Living Skills
c. Visual Functioning
d. Auditory Functioning
e. Intellectual/Adaptive Behavior
f. Orientation and Mobility
g. Physical/Medical
h. Emotional/Behavioral
i. Sociological

Assessment tools include: the Camelot Behavioral Checklist, the Meadow-Kendall Checklist, Minimum Entrance Criteria, Domestic Living Skills Observation Checklist and staff narrative reports, stressing strengths and areas needing improvement on a functional basis (Appendix E).

5. When the assessment is complete, deaf-blind project personnel meet to discuss the results.

6. Assessment results are shared with the parents, and placement alternatives are discussed.

7. A summary of the results of the comprehensive assessment is sent to the local education agency, along with recommendations for placement needs. When appropriate, an Admission, Review, and Dismissal meeting is requested.

8. An ARD meeting is scheduled with Region 20 staff, parents and LEA representatives at the local school district after the referral for admission from Region 20 is received.

9. If deemed appropriate, placement is made.

Admission Criteria

Basic admission intake is complete with the development of an Individual Education Plan (IEP), following the child-centered process. The primary entrance criteria centers around the establishment of the student not being likely to hurt him/herself, others or their environment, a willingness to benefit from instruction provided, and a willingness to cooperate with such instruction.

Choosing an Apartment Location

Following are considerations that must be made when choosing an apartment:

- distance to shopping centers
- distance to small stores
- distance to hospitals and other health care services
- traffic patterns (congested or not)
- bus route availability
- d'stance to employee worksites
- location of fire, police, and ambulance services
- acceptance of program by apartment management
- affordable cost of housing
- barrier free environment(s)
- parking
- roominess of living space
- type of lease requirements

- income per client to pay rent, utilities, and food costs
- available furniture, and needed household items
- location of entertainment services
- location relative to family and friends
- distance to restaurants
- storage areas
- security of apartment facility and neighborhood
- noise level
- lighting
- adequate closet space within the apartment
- general condition of apartment and complex
  plumbing
  wiring
  air conditioning/heat
  door locks
  walls
  ventilation
  appliances

When an apartment(s) has been chosen, experience proved that moving the clients in with minimal fanfare is preferable for a normalized acceptance by neighboring apartment residents. A quiet appearance and integration into the complex allowed other complex residents to ask their questions as they got to know the clients. The clients became neighbors instead of a group of people made different because of their handicaps.

Rules and Regulations of Concern

In Texas, when working in an apartment setting with minors, agencies must comply with Texas Department of Human Resources regulations for foster care/group homes. These regulations are quite extensive and include fire codes, sanitation and food policies, staffing regulations, policies and procedures, intake/exit policies and discipline policies. Programs must be willing to be monitored and audited on a yearly basis.

Staffing Consideration - Special Staff Qualities

In addition to basic professional skills and abilities, there are some important attributes inherent in a good staff person in this nontraditional program. S/he must demonstrate a commitment to the model. S/he must like the idea of participating in the process wherein children become adults. S/he must have high expectations of the clients, tempered with empathy and humanity. S/he must be adaptable, flexible, creative, and possess a high degree of initiative. A high energy level is imperative.

Staffing Description

The following is a suggested listing of job titles and descriptions of responsibility:

Job Title: Project Manager

Reports to: Designated School or Agency Official

Nature of Work

Directs and coordinates all the activities involved in the Project to assure that the goals and objectives are met. Supervises the professional and paraprofessional staff of the program.

Example of Work

a. Develops program goals and objectives and means to accomplish them.
b. Establishes budget for the program.
c. Directs and coordinates the activities of the program's staff and supervises them to assure attainment of program goals and objectives.
d. Provides leadership and guidance to program staff so that they can carry out their duties effectively.
e. Evaluates the progress towards the achievement of program goals and objectives on an ongoing basis and takes corrective action when necessary.
f. Gathers and analyzes program data and prepares program reports.

Requirements of Work

a. Thorough knowledge of and empathetic attitude towards the training and employment needs of the physically, mentally, and emotionally handicapped.
b. Ability to plan, initiate, and execute programs.
c. Ability to understand, interpret, and apply procedures and directions.
d. Leadership qualities and ability to motivate and direct employees.

Desired Experience and Education

a. Graduate degree in one of the human service fields plus two years work experience in rehabilitation of the handicapped of which one year was in a responsible supervisory, managerial capacity.

or

b. Undergraduate degree in one of the human services fields plus four years work experience in rehabilitation of the handicapped of which two years was in a responsible supervisory, managerial capacity.

Job Title: Work and Home Trainers

A. Work Environment and Program Coordinator
B. Living Environment and Program Coordinator

Reports to: Project Manager

Nature of Work

Develops programming and coordinates activity of Instructional Staff in the environment assigned (work, living) to meet the objectives of this project.

Examples of Work

a. Coordinates the development of a continuum of environments as assigned.
b. Coordinates own activity as well as instructional staff with other environmental areas.

c. Assists in securing and placement of students in off campus living and work environments.
d. Provides direct teaching activity with students in the involvement area assigned.
e. Identifies and modifies programming appropriate within each environment.
f. Attends staffing and I.E.P. development meeting.

Requirement of Work

a. Ability to plan, initiate, and execute programs within the environment.
b. Ability to apply procedures and directions.
c. Leadership qualities and ability to motivate.
d. Ability to coordinate activity with others.

Experience and Education

a. Bachelor's degree in special education, rehabilitation, or occupational trades experience with visually handicapped or mental health certification.

b. At least one year experience MH special education students.

c. Teaching Certificate, plus four years experience in an area encompassing rehabilitation, contract procurement, job development and placement.

or

*d. Related job experience in the area of community based work and/or independent living.

Independent Living Staffing Procedures

The Region 20 Independent Living and Apartment Training program operates year-round, except for school vacation periods: Thanksgiving, Christmas and Easter, plus a two-week vacation period in the summer.

Three staff members serve 6-8 clients. Only one staff member is on duty at a time. Deployment is as follows:

Staff Member	Day	Hours
A	Monday - Tuesday	3 PM - 8 AM the next day
B	Wednesday - Thursday	3 PM - 8 AM the next day
A	Friday - Saturday	3 PM - 3 PM Saturday
B	Saturday - Sunday	3 PM - 3 PM Sunday
C	Sunday	3 PM - 8 AM Monday morning

*Note: With at least one home or work trainer having the more skilled expertise of a college background and related work experience, serving as a chief home or work trainer, additional staff need only have a high school education or GED equivalent as a minimum standard for education background.

Staff member C lives in one of the three apartments with the clients and works an additional 30 hours per week either substituting overnight for regular staff and/or as back-up staff when extra needs for transportation and coverage arise. Staff member C pays no rent.

Staff members are required to work eight office hours during the work week. This staffing system is the result of a year's trial and error attempts to provide a healthy and sane pattern for staff members that ensures both adequate coverage and emergency back-up, without promoting a staff burn-out syndrome, a phenomenon which is too typical of programs not providing adequate staff coverage.

Staff Regulations and Deployment of Home Trainers

1. Hours of Duty

A. All home manager's tours of duty start at 3:00 PM daily.

If a staff member is sick or otherwise unable to be at the apartments by 3:00 PM, he/she is required to notify the project manager as soon as possible.

The project manager will assign the appropriate staff to replace the regular staff member in case of sickness, delay, or inservice which has caused the regularly scheduled staff member to be absent from the normally scheduled tour of duty.

B. All home manager's tours of duty end at 8:00 AM on weekdays and at 8:00 AM or 3 PM on weekend days.

1. If a student remains at the apartments during the day time due to illness, or some other unexpected and unplanned reason, the staff member on duty shall contact the project manager and seek a replacement staff member to cover the apartments unless specific orders have been issued by the project manager stating the student may remain in the apartment without the benefit of staff supervision.

2. If a work trainer is expected to pick up a student at the apartments for work training, the home trainer is to remain at the apartments until the work trainer arrives at 8:00 AM. Under specific circumstances, the home trainers may be scheduled to transport a student(s) to and from worksites prior to and/or at the end of their work shifts.

3. Back-up staff are scheduled as needed for intensive training sessions, and for emergency situations, such as medical treatment.

C. Reports

A. At the end of each tour of duty the staff supervising the apartment shall complete a log of all important situations which took place during that tour of duty.

B. All staff members shall submit monthly and quarterly progress reports on each student noting, but not necessarily limited to:

1) Training skill objectives attempted

2) Summary of the behavioral reactions of student
3) Summary of the student's functioning skills gained and weaknesses exhibited

C. Quarterly pupil progress reports, based upon individual education plans will be completed every 3 months by the home and work trainers, are sent to each student's school and parental home.

Vocational Alternatives — W. Michael Minihane

Day Activity Center

General Description of Population

. Full-time supervision required
. Able to perform very simple crafts or work-like activities
. Involvement possible for only a very limited time span
. Negligible productivity

General Description

. Variety of different activities available
. Heavy supervision available
. Little of no emphasis on productivity
. Emphasis on providing meaningful activity and on preparation for more production oriented work activity center (if realistic)

Work Activity Center

General Description of Population

. Full-time supervision required
. Able to attend to simple tasks for brief periods
. Able to work for a reasonable time span (2-4 hours)
. Demonstrates some productivity (may be quite limited)
. Able to perform simple work tasks (e.g., sorting, packaging)

Definition

"Work Activities Center" shall mean a workshop, or a physically separated department of a workshop having an identifiable program, separate supervision and records, planned and designed exclusively to provide therapeutic activities for handicapped workers whose physical or mental impairment is so severe as to make their productive capacity inconsequential. (Code of Federal Regulations, Title 29, Part 525).

Sheltered Workshop

General Description of Population

. Supervision available
. Able to attend to work task for reasonable period without supervision
. Able to perform work tasks (e.g., sorting, packaging, assembling)
. Demonstrates fair productivity (non-competitive)
. Able to work for a time span which approximates a regular work day

Definition

"Sheltered Workshop" or "Workshop" means a charitable organization or institution conducted not for profit but for the purpose of carrying out a recognized program of rehabilitation for handicapped workers, and/or providing such individuals with renumerative employment of other occupational rehabilitating activity of an educational or therapeutic nature.

Special minimum wages for handicapped workers in sheltered workshops are lower than the minimum wage, but not less than 50 percent of such wage. Special certificates allowing an individual wage rate of 25 percent of the minimum may be secured for individuals incapable of earning a rate of 50 percent or higher. (Code of Federal Regulations, Title 29, Part 525).

Sheltered Training Sites in San Antonio

Competitive Employment

General Description of Population

- Able to function with only that supervision available in open industry
- Able to perform work tasks at a competitive rate
- Able to work a standard work day

1) Lighthouse for the Blind - A vocational trainer from ESC-20 is onsite at this agency to conduct direct training of deaf-blind students, 5 days a week.

   Emphasis is on behavioral observation and daily data collection of daily production work rates.

2) Goodwill (Extended Rehabilitation Services program) consultants from ESC-20 act as advocates to negotiate placement for students from schools or other agencies into Goodwill. This program (ERS) offers life long funding for training and housing, based on students needs and availability of funding, including independent living apartment placement.

3) Southwest Center for the Hearing Impaired - ESC-20 contracts with this agency to conduct vocational evaluations of deaf-blind students. SWCHI is an adult residential training program for hearing impaired individuals. Emphasis at this facility is on vocational assessment and recommending appropriate work skills development.

Overall, the work trainer acts as an advocate, direct trainer, and referral agent for students in sheltered employment settings where a liaison effort for referral to competitive training components is also offered as an additional service.

WORK PLACEMENT AND TRAINING

A successful program assesses vocational training opportunities in the community, selects a potential placement that maximizes each client's vocational development, assesses the entry level requirements of that placement, and develops training programs that promote skill and behavior development in areas considered important for placement.

Surveying Potential Placement Opportunities

Getting acquainted with community human services such as public agencies sheltered workshop staff, parent groups, and the private business sector is the first step in determining program direction. Document all information about those sites of organizations.

Exploring Probable Sites for Placement

A visit to local community facilities, organizations, etc. must be based on mutual positive relationship. A good relationship is vital if one expects to build community support.

Two guidelines for any community visit:

- Never be too demanding in terms of service of a facility or organization.
- Never be excessively critical of existing programs or organizations.

A degree of sensitivity is called for when determining the best program for students.

The rapport established during these visits will be a basis for gathering information on population characteristics, opportunities for new students, and tasks required to teach students in classrooms or other facilities.

Population to be Served

Information about students served will help determine if school age students have disabilities or problems never before encountered. If a facility cannot adapt its services to the needs of the student population, other agencies may have appropriate expertise or skill training. If the school has expertise in addressing the needs of a special population, a mutual cross training is appropriate between school personnel and agency personnel serving student needs.

Assessing Job Types

Utilizing task analysis, vocational tasks in sheltered workshops or community placement sites are evaluated and subdivided into tasks that the student can be taught in a classroom. Personal interviews with employers or community workshop managers should be constructed to elicit information on what expectations they have of potential employees. Responses will provide specific areas of programming that a teacher would incorporate into a prevocational program, such as grooming, safety, punctuality, matching-sorting skills, endurance, motivation, etc. Thus, a needs assessment can be identified as the "core" relevant programming for a prevocational program.

Assessing Student Competencies

Initially, a review of each student's Camelot Behavioral Checklist will identify specific self help and prevocational deficiencies. After developing standardized criteria-referenced objectives for each student's skill development, training addressing specific tasks should produce an increase on the Camelot on a post-test. Training objectives are a function of the needs identified in the preceding step. For example, if a client needs to be able to work for a six hour day to be considered for a job, and is incapable of program participation for that length of time, the objective to correct this deficit is to increase student's program participation time (to 6 hours).

Selecting Training Tasks

Task sequences in a prevocational curriculum should be similar to a "real work" task in the trageted placement, or it should train "real skills" that can be applied in a placement. A practical approach to selecting curriculum is to sub-divide a task into response units that all clients must complete in order to progress through the sequence, and then individualize the further analysis on a step by step basis, as dictated by client needs.

Each task should be programmed into a family of related tasks that trains generative responses in that skill area. Generative responses are the ultimate goal in skill development. During acquisition, the trainer's presence is necessary to prompt physical guidance, modeling, cures, etc. However, the students must ultimately be independently productive without assistance from a trainer.

TRAINING FOR COMPETITIVE EMPLOYMENT

1) An instructor visits a business site to identify and analyze job stations available for student work training environments.

2) The instructor learns the jobs him/herself, documenting all facets of tasks involved through a job task analysis.

3) The instructor screens and selects students to participate in an identified job site on a required cross skill, match basis.

4) The student is either transported by the school, his instructors, or other school personnel, to and from his worksite.

5) A student is trained at a given job station by staff instructors for periods ranging from 3-6 hours per day, where data on student performance is collected and suggestions by employment staff are incorporated in the training plan.

6) As the student progresses, instructors gradually fade out their physical presence to allow an assessment of the student's independent functioning.

7) At the end of 90 days, if the student has learned the skills necessary for proficient production, the employer has the option of offering employment - however, it is not a pre-requisite for program participation.

8) There is no cost to the employer/organization for participation in training program.

9) If it is determined that the student has developed marketable skills, and an employer elects to hire him/her, instructors can stay on the job site with the student for an "adjustment period" as needed.

10) There is no legal commitment which the organization is required to sign.

11) Students are paid a stipend while they train as funds are available.

12) Students, or their legal guardians sign a contract with our agency authorizing their voluntary participation in this program.

They further hold harmless our agency, as well as the work station (unless a gross case of negligence was involved)

With appropriate training in a competitive business site, students are likely to develop into motivated, productive, employers. If a given business cannot employ the student, they are referred by our staff to other appropriate and additional available employers.

AGENCY COOPERATION AND COORDINATION

The following is a compendium of possible service providers and disabled consumer groups. Because they are many, and offer a variety of services, close coordination and communication among agencies is vital. This may be accomplished through regular and as needed staffings, dissemination of relevant reports, letters and personal communication. It is helpful for one agency to serve as coordinator.

Texas Commission for the Blind supplements services for clients whose primary handicapping condition is visual and who demonstrate an ultimate ability for competitive work placement.

Texas Rehabilitation Commission provides supplemental services for clients whose primary handicapping condition is a hearing and/or physical impairment(s) and who demonstrate an ultimate ability for competitive employment. Texas Rehabilitation Commission also funds placement in Extended Residential Services programs for clients in need of long-term, more closely supervised work and living situations.

Texas Department of Human Resources conducts bi-monthly advisory meetings related to clients' needs and serves as advocates and resource personnel.

San Antonio Lighthouse for the Blind provides ongoing work adjustment training and work evaluation assessments, as well as competitive employment for up to 5 clients at any given time. These services are provided at reduced rates due to the presence of a Region 20 full time staff person who is there to assist such instruction.

Goodwill Industries provides sheltered employment and work training experience for deaf-blind adolescents. Currently 6 clients are employed there, 4 of whom reside in the community apartments.

Statewide Task Force for Future Services to Deaf-Blind. The Deaf-Blind project manager continues as a member of this committee, which meets bi-monthly to coordinate and educate deaf-blind services on a cross-agency and service group basis. This committee and the TEA Deaf-Blind Advisory Committee are seeking additional funding supports for this and other proposed community based projects.

Helen Keller National Center for Deaf-Blind, Dallas Office. This agency is consulted as needed by phone in person at statewide task force meetings.

Deaf-Blind Advisory Committee. Cooperative efforts from education agencies, Texas Rehabilitation Commission, and Texas Department of Human Resources, as well as Texas Commission for the Blind, the Lighthouse and San Antonio Citizens Concerned About Handicapism, continues a newly formed and reorganized advisory committee to serve as advocates for San Antonio Deaf-Blind persons, as well as to review Service Center programming. This is primarily done at the Region 9 Texas Department of Human Services advisory meeting, where the project manager also advises to Department of Human Resources programming.

Texas Education Agency. Consultation, resource sharing and program technical assistance and funding are provided to the Region 20 project,

while Region 20 staff give consultation and workshop presentations to other Texas school districts, upon referral and at the request of TEA. This past quarter the Region 20 Evaluation procedures were held exemplary for other projects to adopt.

Deaf-Blind Annex Texas School for the Blind. Mutual student referral and resource consultation take place on a need basis.

Criss Cole Rehabilitation Center. Interagency coordination of resources and services is pursued on a need basis.

Southwest Center for the Hearing Impaired. Deaf-blind students have received respite work and independent living evaluations through an exchange of services and resources, as requested. In turn, Region 20 has provided over $26,000 worth of equipment and assessment systems to SW Center, in exchange for access to their facilities with our staff and students on a need basis.

Local Education Agency child centered processes have been conducted in 8 different LEAs in order to provide community training for project students. Follow-up progress reports are sent to LEAs on a monthly basis and efforts are being made to pursue local funding support for expanding and continuing community deaf-blind services on a cooperative basis, to be partially funded by the local school districts.

Project Manager serves on the State Board of the Coalition of Texans with Disabilities, the San Antonio Citizens Concerned About Handicapism Board, and the San Antonio Independent Living Services Board.

The main problem encountered in securing services for this population lies in proving their work and independent living potential. As data from the project has accumulated over the past two years, and has demonstrated positive results, this task has become easier. (for example, see Appendix A)

Another prime consideration is assuring that services continue beyond school age into adulthood. The transition is of course easier if the client is and has been receiving services prior to his/her reaching age 21. In this case, services are already in place and need only be continued by relevant agencies. If not, the agency should be called in prior to graduation and its services solicited. Again, data collection is a useful tool in demonstrating clients' work and independent living capabilities.

Education Service Center, Region 20 Deaf-Blind program continues to offer consultative assistance beyond graduation.

Transportation

San Antonio is a city of 15 independent school districts, most of whose busses cannot cross district borders to transport students between districts. This, obviously, created problems which were addressed in a variety of ways. At first, the staff moved the clients in their personal cars. This proved to be both inconvenient and cost-prohibitive, at a reimbursement rate of 23¢ a mile. (See Vol. II, Guide to Programming for details)

At present, after intensive bus training, four of the clients independently board and ride a city bus to a shopping mall, where they are picked up by a

Goodwill Industries van. One client is able to independently transfer her way across the city to her place of competitive employment in light industry. The final client is provided door-to-door service by San Antonio VIA Trans, a system that serves the handicapped on an as-needed basis.

The transportation problem was addressed and met on an individual basis according to each client's needs and abilities. No one solution could have worked.

Funding and Program Costs

Funding for the project comes from a variety of sources. Texas Education Agency funds staff members for work training and independent living. The majority of the project is funded through a contract with the federal government obtained through direct grant application for model projects for innovative services.

The four priorities for both contracts are the same:

To provide community-based work and independent living training,
To develop a curriculum and administrative guide that addresses domestic living, sex education, and use of leisure time,
To disseminate the results and offer technical assistance towards planning and implementation, and
To develop and coordinate interagency activity to establish more opportunities for deaf-blind youth to receive needed services.

The average cost per student for conducting the Independetn Living Training model was approximately $9,000 per student. The average current cost in Texas for the same student to live for one year in an institution, with no similar training, is $27,000. Independent living training costs are approximately one-third of current institutionalization costs.

Likewise, current regular public school costs for educating the average deaf-blind student in Texas in a regular special education program are $8,000 per year. The Independent Living Training provides services at a lower costs, given that training is over a 12 month period, rather than the 9 months offered by public school classroom instruction.

The greatest cost for this model is personnel, averaging $30,000 a year for 3 staff to serve up to six students at a time. Additional costs include some capital outlay for apartment set-up (can be solicited from the community) office supplies for records, secretarial time, management overhead, food, electricity, and rent for temporary training apartment, instructional materials, and staff and student travel.

Beyond staff salaries, paperwork, overhead, and travel, the students actually can cover all costs needed for rent, food, electricity, personal self-care tiems, etc. even if it is only covered out of their supplemental social security income.

	Installation (Non-Recurring Costs)	Subsequent Years (Recurring Costs)
Personnel	$71,000	$45,000
Personnel Training	2,000	1,000
(Apt. Facilities Rent)	12,000	-0-
Equipment	5,600	-0-
(Travel, Electricity, Food, Materials, Supplies Other	27,397	4,000
TOTAL	$117,997*	50,000**
Cost/Child	9,077*	8,333**

Money management within the apartment setting is another problem whose solution has evolved through trial and error. Currently, a pooled bank account has been set up for the apartments. In addition, each client has his/her own account. Each client contributes as much as $275 per month toward his/her self-care. These monies stem from Supplemental Security Income payments. With this pooled amount, two clients can support a two bedroom apartment.

The approximate breakdown of expenditures per person is as follows:

$125	rent
75	food
25	personal expenses
38	gas and electricity
12	phone
$275	

Any money left over is kept in the client's personal account. Clients are trained to manage their own money to the best of their abilities. Some clients are able to write and cash checks, with supervision; some are not. Money management training is a constantly ongoing process and is addressed daily through shopping trips, budgeting sessions and expenditures for activities such as movies and eating out.

Procedures for Evaluating the Deaf-Blind Program

The very first decision an administrator of a deaf-blind program needs to make with respect to program evaluation is how much priority to place on evaluation. In our model development effort we committed about 10% of our resources to this activity. In an ongoing program we would recommend 6% to 8% of program funds.

Once the level of support is determined, the administrator needs to find a competent evaluator who can dedicate the necessary time. We have found that evaluation is a very time-consuming process, so being sure the hours are available and budgeted and not as an add-on-task is crucial.

*Based on 13 students served first year
**Based on 6 students served succeeding year

Next, working with the evaluator, an evaluation plan is developed to specify (a) program objectives (or goals or components), (b) evaluation questions addressing programmatic issues explicit or implicit in the objectives, (c) data collection procedures, and (d) analysis procedures. A sample evaluation plan page from our project follows.

Exhibit 1 (following) has been developed by our model project and reported in the PDAS newsletter (Connection Vol. 3, No. 1, January 1982). It describes how an evaluation component ought ideally to work with project staff. Exhibit 2 shows, hopefully, the product of the evaluator-project relationship and demonstrates the crucial role of evaluation in project improvement.

Exhibit 1: The Ideal for Evaluator-Project Interaction

In our first few years evaluating the DB project, Evaluation Services stressed evaluation of the accomplishment of objectives. While this gave us accurate information on what the project had and had not done, it did not in itself, lead to growth in the project. We decided three processes were most responsible for improving project performance:

- Evaluation Services staff developing positive and productive working relationships with program staff;
- Evaluation Services reporting findings that could be the basis for action by program staff to increase the quantity and quality of services provided; and
- Evaluation Services assisting program staff in reviewing evaluation findings, thinking through the implications of the findings for program improvement, and documenting a response to the findings.

These are not idle words on paper. We back-up these words with three innovations: (1) a time accounting system, (2) a process for summarizing data, and (3) a reporting format. First we record each week how many hours are actually spent in working face-to-face with program staff and in providing data. Of course, we keep account of evaluation planning and data collection and analysis time, but we also monitor face-to-face human interaction and seek to maximize it. The greatest hazard to evaluation is too much time spent on data collection, analysis, and reporting and not enough on using the information developed through the evaluation.

Second, while we report all our findings, we do it in a pyramid structure. We provide a lot of raw data, as we have found project staff sometimes really enjoy reading verbatim comments or looking at frequency distributions, and we can never predict what data will be intriguing to them. We also try to provide a summary of major points that project staff might want to grapple with in the context of a project meeting, with or without our presence. We have found that providing "points to discuss," rather than findings, facilitates data use. Also, we select one to three over-arching issues for the evaluator to discuss with the project manager and staff. In essence, we ask ourselves to be businessmen - what are, if you will, the issues that will lead to profit? Too much evaluation is interesting without being profitable.

Third, we think through with project staff the issues both of us see as profitable. We have a rather unique reporting format that presents the data and the response of the project staff as being as valid as the data itself.

EXHIBIT 2

During one month the evaluator on a project wrote about ten memoranda outlining data, findings, recommendations, and ideas summarizing several years' work with the project. Each of these documents was discussed with the project manager in a half-day session during which the past, present, and future of the project was discussed. The result of this discussion is illustrated in the box below.

USING EVALUATION DATA: THE CASE OF THE JANUARY MEMOS

Evaluation Findings *Programming Guide/ Curriculum*	A review of Volume I and II of the Programming Guide/Curriculum by Evaluation Services concluded "these volumes are not ready for field review." Included in the review were revision suggestions, including a list of curriculum areas to prioritize.
Project Staff Response	The Project Manager appreciated our review, decided to ask Special Education Programs (SEP) Project Officer for a three-month extension on the curriculum work, gave all our memos to the outside consultant hired to redraft these volumes, and with Evaluation Services decided upon a strategy for conducting the field review with four national experts and many local educators.
Evaluation Findings *Program Design*	Discussions with program staff and review of program documents led Evaluation Services to define as issues for discussion the relative balance in the two major priorities of the program, the use of professional versus paraprofessional staffing, and serving one exceptionality versus severely handicapped clients.
Project Staff Response	The Project Manager had been grappling with these issues, and the memos and discussion with Evaluation Services helped further clarify the need to expand beyond current clients, utilize a greater ratio of paraprofessional or professional staff, and emphasize one goal area without dropping the other.
Evaluation Findings *Future Funding*	The Project Manager identified at least ten different future funding options – however, their probability and importance was not clear.
Project Staff Response	The Project Manager intends to explore these funding sources first: 1. Working through the Coordinator of Special Education and the Directors of special education programs to solicit students and funding for a regional cooperative program. 2. Seeking clients and associated funding through the State Rehabilitation Commission, the Commission for the Deaf, other agencies. 3. Applying for a Developmental Disabilities grant.

We believe this approach preserves the thinking that occurs between program and evaluation staff. As a reporting technique, we think we are really on to an effective strategy. Besides our reporting techniques, our office is also studying how much time, ideally, a practicing evaluator should dedicate to using data. This work is being funded by the National Institute of Education. We would welcome reactions or alternate reporting formats which would better encourage use of information, and inquiries about our time accounting system, measures of data use, and associated work.

If you are interested in learning more about our approaches to enhancing the use of evaluation, please contact: Stan Drezek, Senior Evaluation Manager, Evaluation Services, Education Service Center, Region 20, 1314 Hines Avenue, San Antonio, Texas 78208, (512) 271-7611.

EVALUATION PLAN
1981-82
(Combined OSE and TEA)

PROGRAM OBJECTIVE	EVALUATION QUESTIONS	DATA COLLECTION INSTRUMENT/SAMPLE/DATE PERSON RESPONSIBLE	ANALYSIS
OSE Objective 2.0: By April 30 and June 30 and August 31, 1982, respectively, the adult level of the recreation-leisure skills, sex education and family life and domestic living skills curricula will be revised based on field test data as evidenced by action statements on the Using Evaluation Data pages describing project staffs revision in response to field test findings. Note: RFP 80-7 required that each of the three curricula domains have a longitudinal natural skill sequence beginning with educational objectives, which represent near-zero level functioning. During 1980-81 the project manager renegotiated the scope of this work with OSE to develop an adult level curriculum only.	7. Defining a curriculum unit as terminal objectives for a strand within one of the three curricula domains with its supporting documents, how many units have been developed?[a]	Instrument: n/a Sample: All units developed Date: As developed Person: Evaluation Assistant	All curriculum units developed will be reviewed for determining if they meet the specified criteria.
	8. Are the curriculum units suitable for classroom use?[b]	Instrument: Expert Reviewers Feedback Sample: To be specified Date: April 30, June 30, and August 31, 1982 Person: Evaluation Assistant	Based on data collected from the field test reviewers, Evaluation Services will provide the project manager with data provided by the reviewers on the suitability of the curriculum for classroom use, and suggested changes for revisions
	9. What revisions have been made in the curriculum based on field tests? (Pilot in DB apartments and reviews by experts)	Instrument: Using Evaluation Data Form Sample: All pilot test findings Date: April 30, June 30, and August 31, 1982 Person: Evaluation Assistant	Evaluation Services and the Home Trainer will meet monthly for documenting needed revisions in the curriculum based on piloting the Domestic Living Curriculum in the DB apartments. All data collected regarding revisions in the curriculum will be reported in the final report.

[a] RFP 80-7 requires reporting the number of curriculum units developed.

[b] RFP 80-7 requires systematically gathering teacher ratings of use ability.

PART III: CURRICULUM FRAMEWORK

The curriculum presented in this Administrative Manual's companion volume, Guide to Programming, revolves around the premise that necessary life skills are best learned in the natural setting. This means that work skills are best learned in the actual work setting for which the client is being trained; self-care and home management skills are more easily mastered in the environment in which they naturally occur: the client's home.

The Guide to Programming addresses both of these issues and provides strategies toward meeting the goal of each client's attaining as much independence as possible.

Part of the program's success lies in close coordination between the work training staff and the home management staff. These two primary areas of the clients' lives are directed toward a common goal: living as independently as possible. This coordination can be achieved and maintained through sharing of daily work logs and apartment logs, regular staff meetings, and personal contact between the two staffs.

Student progress is monitored only through logs and weekly to insure that the programming is occurring in a manner that is beneficial to the client and that s/he is working at an appropriate skill level.

Process for Programming

Students who enter the program will have been identified as deaf-blind and the due process procedures of PL 94-142 will have been followed. Following referral, a 1-30 day assessment takes place at the apartment and work sites. The assessment considers five major areas:

- Gross Motor Skills (general mobility or ambulation): pre-requisite skills for independent living and general interaction with the environment.
- Fine Motor Skills (cognitive, pre-academic, pre-vocational): eye-hand manipulative skills as well as the basic academic areas of pre-math, language, functional reading, etc. These are critical skills that serve as building blocks for more advanced survival skills.
- Communication Skills: both expressive and receptive language.
- Self-Help Skills: feeding, grooming, dressing, and toileting are basic requisites for independent living.
- Social Skills: the ability to interact appropriately with others. Leisure time activities are included as a vital part of social skill development.

The assessment instruments include the Domestic Living Skills Observation Checklist, The Camelot, and the Meadow Kendall Social adjustment checklist. Upon completion of the initial assessment of the client, the placement team analyzes the data and establishes priority areas of instruction in the living and work environments and thus begins the development of the client's Individualized Educational Plan (IEP) through a school district meeting. Each IEP will contain the following components:

A statement of the student's present level of performance,
A statement of annual goals, including short-term instructional objectives,
A statement of specific educational, pre-vocational/vocational, domestic

living, social, and leisure time needs, as well as any related services to be provided; also stated is the extent to which the student will be able to participate in regular education programs or in community-based programs,

The projected dates for initiation of services, and the anticipated duration of them, and

Evaluation procedures for the instructional objectives.

Parental and/or student approval for admission into the project and specific approval for participation in the living and work environments is required.

Daily Schedule

Other than specified time to leave for work, there is no set daily or weekly schedule. The time to do things, such as clean the house, is determined as the need arises. Initially, the home manager may be the one who determines the need, however, client-initiated activities are encouraged. One goal in the home management training is for the clients to determine their own optimum schedules to make their lives work.

Program Components

This educational program focuses primarily on those skills that are necessary for the client to lead a life as independent as possible. For example, if some degree of reading is possible, the focus will be on reading traffic signs, recipes, instructions booklets, with whatever adaptive material or communication system is needed by an individual student.

Acquisition of functional skills is accomplished through individualized programming, independent living skills training, work training and opportunities for leisure time activities. Areas of concern for each student may include, but are not limited to:

-pre-vocational/vocational training
-recreation and community access
-leisure time skill development
-orientation and mobility
-sex education/consultation
-family living skills
-food preparation, meal planning, and shopping
-social/emotional development
-development of communication skills
-speech therapy (where needed, in the natural environment of basic life functioning)
-cognitive development
-personal care, including grooming and hygiene
-individual and home safety

Discipline

Discipline within the program is a creative process that is designed and tailored to the individual client. One client responds well to time-out, while for another merely having to finish the task at hand is enough. One woman, whose apartment is her domain and who is very territorial about it, responds well to confiscation of her apartment key for a short period of time.

Disciplinary action depends on the cognitive and communication level of the client and upon what is important to him/her. At no time is corporal punishment used. Natural consequences to inappropriate behavior usually provide motivation for improvement on the part of the student. Any unusual discipline methods are spelled out in the student's IEP.

Record Keeping

Record keeping in the apartment setting is accomplished through three instruments: the Daily Living Skills Observation Checklist (see Appendix B) and the Meadow Kendall Social Emotional Inventory (see Appendix E). These two inventories are conducted on a monthly basis for the former and semi-annually for the latter. Additionally, a daily log in narrative form is kept. The first two instruments serve more to measure progress, and all three are used as communication tools for staff members. Record keeping of this nature allows for adjustment of programming strategies as often as is needed.

PART IV: INSERVICE TRAINING

Staff Inservice Training

The major concern in inservice training is to meet the individual needs of staff members. This is done in two ways. Initially, each staff member completes a self assessment inventory (see Appendix F) to determine which areas s/he feels to be of importance. These inventories provide a basis for the types of inservice sought and offered. Training may be accomplished through project-sponsored in-house workshops, visits to relevant programs, attendance at conferences and consultative assistance. Training areas include, and are not limited to:

- total communication skill development
- language development
- behavior modification techniques (many clients are highly resistant to the instructional process and behavior modification techniques are an invaluable staff tool)
- functional curriculum approaches (most staff are originally trained to an academic approach which is rarely practical for severely handicapped clients)
- job task analysis
- daily living skills task analysis
- on the job training techniques for severely handicapped
- sex education approaches for severely handicapped
- leisure time and recreation skills development for the severely handicapped
- daily living/self care and home management instructional techniques
- client adaptive behavior assessment and evaluation systems

It should be noted that personnel trained through inservice training are not being trained to assume new roles upon completion of training; rather, the goal of inservice training is to allow them to more adequately fulfill their present role as it relates to delivering services to the deaf-blind and severely handicapped in functional learning environments.

The second method for determining staff inservice needs is far less formal and consists of asking them on a routine basis what they are interested in and feel a need to know more about. Often a workshop or conference will be available that ties into a particular staff person's need for more knowledge about a specific area. This method is viable only if project staff is kept informed as to what is available.

Community Training

Because this model project fosters integration of the deaf-blind client into the community, work in terms of community education is vital. One aspect of community life is especially important: the apartment complex that serves as home base for the clients. As mentioned earlier, the clients moved in with little or no fanfare. However, once in, other apartment residents naturally had questions. Though always available, the home manager initially was on-hand quite a lot in order to answer questions. The clients themselves were their own best selling point. They responded well to being in an age and peer-appropriate setting and other apartment residents ended up serving as models for the deaf-blind clients.

Parent Counseling

Parental commitment to the training model is important, and is best accomplished through keeping the parents informed as to their child's participation, progress and activities. Again, the client is his/her own best advocate. Prior to the client's initial assessment parents are encouraged to visit the apartment setting to spend time with the other residents. After placement, parents are kept informed through quarterly reports and personal contact. A TTY machine at the complex allows the parents to communicate directly with clients who have the ability to use it. Communication with home managers and other project staff facilitates parents having realistic expectations when their children are at home.

The project does not sponsor formal parent training workshops or other such services. However, it does serve as a referral point for parents who have questions or needs for specific skills. If the need cannot be met by project staff, parents are directed toward an agency or workshop which might help them. Individual parent counseling is offered on an as-needed basis, or if requested by the parent.

The clients are of an age, 16 and above, at which their able-bodied peers are generally showing a high degree of independence from their parents and families. The project has found in its two years of operation that, given the opportunity, its clients also begin to demonstrate an independence commensurate with their abilities. In keeping with the spirit on independent living, this is encouraged. At the same time, communication is always maintained with the parents.

APPENDICES

APPENDIX A

1980-1981 RESULTS OF THE CAMELOT BEHAVIORAL CHECKLIST

1980-81 RESULTS: CAMELOT BEHAVIORAL CHECKLIST

Client	Pretest Date	Pretest Score	Posttest Date	Posttest Score	Resident Days Pre to Post	Increase in Skills %
6531	11-10-30	134	7-21-81	151	214	8.6
6523	4-01-81	140	7-21-81	155	102	7.6
6509	11-10-30	143	7-21-81	160	181	8.6
6513	11-10-80	97	7-21-81	131	139	17.3
6510	4-01-81	133	7-21-81	142	112	4.5

Presentation of results. (Pending)

Presentation of Results
- Interpretation (Related to Claims of Effectiveness)
- Statistical Significance; Educational Significance
- Elimination of Rival Hypotheses

APPENDIX B

DOMESTIC LIVING SKILLS OBSERVATION CHECKLIST

INDEPENDENT LIVING SKILLS OBSERVATION CHECKLIST

Client _____ Observer _____

OBSERVATION RATING SCALE

- [X] No opportunity to work on skill since client entered apartment.
- [1] Progress, continue skill; skill is being worked on, but behavior is only a very rough approximation of desired behavior.
- [2] Progress with demonstration, role-modeling, physical prompt; behavior approximates the desired behavior when physical-type prompts are used; follow-up to further refine the behavior is necessary.
- [3] Progress with total communication prompt; behavior approximates the desired behavior when only speech/language/gesture-type prompts are used; follow-up to further refine the behavior is necessary.
- [4] Mastery with total communication prompt; the behavior exhibited is the desired behavior but speech/sign language/gesture is still necessary.
- [5] Mastery without prompts; behavior exhibited is desired behavior and occurs without prompting.
- [6] Mastery -- behavior generalized; mastered behavior exhibited in one setting will occur in other similar settings.
- [NA] Not applicable. (State reason why.)

BEHAVIOR (MONTH / DAY)	TRAINING PERIOD				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
HOME MANAGEMENT -- HOUSEKEEPING					
Selects appropriate cleanser and follows direction for use					
Dusts tables, furniture, decorative fixtures					
Sweeps with broom and dust pan					
Mops					
Cleans windows and mirrors					
Makes beds					
Cleans stovetop					
Defrosts refrigerator					
Cleans out refrigerator					
Cleans bathroom					
Cleans up after pets					
Empties trash					
Puts possessions where they belong					
Cleans sink and tub after use					
HOME MANAGEMENT -- MAINTENANCE AND REPAIR					
Replaces light bulbs					
Uses plunger					
When appliances need servicing will contact someone					
When necessary contacts apartment maintenance staff					
HOME MANAGEMENT -- HOME SECURITY/SAFETY					
Locks and unlocks doors					
Opens and closes windows					
Opens and closes curtains					
Handles flammables without creating potential for fire					
Uses wall sockets appropriately					
Can use fire extinguisher					
Secures keys					
Uses peephole/window before opening door					
Doesn't give home information to strangers					

INDEPENDENT LIVING SKILLS OBSERVATION CHECKLIST

Client _____ Observer _____

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BEHAVIOR (MONTH / DAY)	TRAINING PERIOD				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
FOOD PREPARATION -- MEAL PLANNING					
Incorporates leftovers into meals					
Selects foods necessary to prepare a breakfast					
Selects foods necessary to prepare a lunch					
Selects foods necessary to prepare a dinner					
Selects foods necessary to prepare a snack					
Selects special diet food					
FOOD PREPARATION -- GROCERY SHOPPING					
Contributes items for grocery list					
Prepares a grocery list					
Shopping -- locates foods on list and places in cart					
Check-out -- takes foods to checkout and places on counter					
Handles money exchange for items purchased					
Food storage -- stores purchased food appropriately, e.g., refrigerator, cabinets, freezer					
Grocery bags -- folds and puts away					
FOOD PREPARATION -- UTENSIL/APPLIANCE USAGE					
Uses can opener effectively and safely					
Uses peeler effectively and safely					
Uses grater effectively and safely					
Uses spatula effectively and safely					
Uses pots and pans effectively and safely					
Uses bowls effectively and safely					
Uses knives effectively and safely					
Uses toaster effectively and safely					
Uses garbage disposal effectively and safely					
Uses refrigerator effectively and safely					
Uses freezer effectively and safely					
Uses stove, oven and broiler effectively and safely					
Uses sink effectively and safely					

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BEHAVIOR (MONTH / DAY)	TRAINING PERIOD				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
FOOD PREPARATION -- MEAL PREPARATION					
Washes hands before preparing meal					
Pours and mixes					
Boils					
Fries					
Bakes					
Carries filled pan to sink or stove					
Prepares mixed ingredients (e.g., pudding, macaroni and cheese, hamburger helper)					
Monitors cooking from start to finish					
Discards spoiled foods					
Regulates cooking temperature -- stove and oven					
Prepares balanced meals without menu					
Food transfer -- puts cooked foods in serving dishes					
FOOD PREPARATION -- SETTING A TABLE					
Removes dinnerware, glassware, and silverware from cabinets					
Chooses functionally appropriate items for table setting					
Sets table for appropriate number of persons					
FOOD PREPARATION -- MEAL CLEAN-UP					
Clears table to counter-top					
Cleans table					
Scrapes uneaten food off plates into garbage/disposal					
Uses dishwater (plugs drain, adds detergent, fills with hot water)					
Washes dishes (dishes to sink, washes, rinses, places on drainer)					
Stores dishes back in correct place					
Wipes-up (cleans sink, stove, and counter-top)					
Rinses and hangs dishrag					

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BEHAVIOR	TRAINING PERIOD (MONTH / DAY)				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
FOOD PREPARATION -- FOOD STORAGE					
Uses food wrap					
Uses plastic containers					
Uses food bags and twist-ties					
SELF-CARE/PERSONAL HYGIENE -- TOILETING					
Closes door					
Raises and lowers toilet seat					
Sits properly on seat					
Cleans self after elimination					
Flushes toilet					
Washes hands					
SELF-CARE/PERSONAL HYGIENE -- GROOMING AND CLEANING					
Wipes and blows nose					
Washes and dries face and hands (incl. adj. water temp.)					
Brushes teeth (wets brush, adds toothpaste, brushes, rinses)					
Showers/bathes -- adjusts water temperature					
Showers/bathes -- undresses, washes w/soap, rinses, dries without assistance					
Uses deodorant					
Cleans and cares for nails					
Combs, brushes, and shampoos own hair					
Has hair cut or styled					
Shaves (females = underarms and legs)					
Uses cosmetics (applies makeup or blemish treatment)					
Cares for eyeglasses/hearing aides					
Cares for self during menstruation					

INDEPENDENT LIVING SKILLS OBSERVATION CHECKLIST

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SELF-CARE/PERSONAL HYGIENE -- GENERAL HEALTH CARE					
Cares for adaptive equipment as instructed					
Administers medications to self as instructed					
Seeks assistance when sick					
Discriminates injuries needing medical attention					
Uses bandages					
No substance abuse					
Seeks dental care when necessary					
Participates in physical exercise					
HOME MANAGEMENT -- OPERATION OF HOME APPLIANCES					
Turns lights on and off when not in use					
Uses vacuum including correct attachment and/or bags					
Uses fan					
Uses air conditioning/heating unit including select. temp.					
Uses TV and radio incl. selecting program and not disturbing others					
Uses record player including selecting program and not disturbing others					
HOME MANAGEMENT -- LAUNDRY					
Puts dirty clothes in laundry bag or hamper					
Collects laundry in need of washing					
Sorts clothes according to color and wash load					
Uses washer (coin operated)					
Uses dryer (coin operated)					
Folds and stores clothes					
Hangs clothes in closet					
Can do washing by hand					
Mends clothes					

INDEPENDENT LIVING SKILLS OBSERVATION CHECKLIST

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BEHAVIOR (MONTH / DAY)	TRAINING PERIOD				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
SELF-CARE/PERSONAL HYGIENE -- DRESSING					
Dresses with no assistance except difficult fasteners					
Can dress with no assistance					
Puts on, uses, takes off adaptive device					
Ties shoes					
Selects clean clothes to wear					
Selects clothes appropriate for the weather					
Selects clothes appropriate for the occasion (e.g., work/leisure/social)					
Selects clothes coordinated in color and pattern					
Purchases clothes of correct size					
Wears jewelry when appropriate					
SELF-CARE/PERSONAL HYGIENE -- EATING					
Washes hands before eating					
Drinks from cup or glass without spilling					
Eats with spoon and fork					
Cuts with knife					
Uses napkin to wipe face and hands					
Finishes meal within 30 minutes					
Chews with mouth closed and speaks with mouth empty of food					
Cleans up spills					
Passes food upon request and requests food out of reach					
Drinks from water fountain					
Carries cafeteria tray					

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BEHAVIOR (MONTH / DAY)	TRAINING PERIOD				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
FUNCTIONAL-LIVING SKILLS -- INDEPENDENT TRAVEL					
Can walk to neighborhood destination and return					
Rides bus after orientation					
Responds to traffic lights and signs					
Asks simple directions/"where is" directions					
Follows directions					
Can navigate through public areas (mall, stores, restaurant...)					
FUNCTIONAL-LIVING SKILLS -- RECEPTIVE COMMUNICATION					
Answers telephone and takes simple message					
Answers telephone and summons person requested					
Responds to name					
Follows directions including START/FINISH, UP/DOWN, OUT/IN, BOTTOM/TOP, GO/STOP, OFF/ON, CLOSED/OPEN, ABOVE/BELOW, GOING/COMING, TO/FROM					
Responds to simple questions/demands which use familiar words					
Can get a common named object					
Learns new words					
Can follow 3-step instruction for familiar tasks					
Understands simple sentences					
Understands complex sentences					
Participates in meaningful conversation					

INDEPENDENT LIVING SKILLS OBSERVATION CHECKLIST

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FUNCTIONAL-LIVING SKILLS -- EXPRESSIVE COMMUNICATION					
Expresses basic needs of hunger, thirst, elimination, avoidance of pain					
When addressed responds, even if not intelligible					
Can communicate desire to have/purchase an object					
Asks questions to get information					
Can communicate a need for help					
Can receive and relay simple message					
Initiates communication					
Can participate in one-to-one conversation					
Can participate in group conversation					
Given number, can place telephone call					
Communicates in words or phrases					
Communicates in simple sentences					
Communicates in complex sentences					
Uses language to express feelings, solve problems, learn concepts					
FUNCTIONAL LIVING SKILLS -- READING					
Correctly responds to most signs directly concerned with personal safety in natural environments, e.g., HIGH VOLTAGE, POLICE, WARNING, POISON, CAUTION, DANGER, KEEP OUT, EMERGENCY EXIT					
Correctly responds to men's room/women's room signs					
Correctly responds to WALK/DON'T WALK/WAIT, ENTER/EXIT/IN/OUT, GO/STOP					
Correctly responds to bus number/route name					
Selects object to purchase from identifying label					
Recognizes own name					
Recognizes names of family, peers, and supervisor					
Correctly responds to most informational signs in natural environments, e.g., TELEPHONE, BUS STOP, WATCH YOUR STEP, CLOSED/OPEN, ELEVATOR, ESCALATOR, RING FOR SERVICE, WET PAINT, NO ADMITTANCE, DO NOT TOUCH, FRAGILE, OFFICE, INFORMATION, TOILET, WILL RETURN					

INDEPENDENT LIVING SKILLS OBSERVATION CHECKLIST

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BEHAVIOR	TRAINING PERIOD (MONTH / DAY)				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
FUNCTIONAL LIVING SKILLS -- MONEY HANDLING					
Keeps receipts and places where instructed					
Cashes check					
Pays a bill					
Rations out personal money over time					
Associates right amount of money necessary with event, e.g., laundry, eating out, shopping, cokes, purchasing personal goods					
FUNCTIONAL LIVING SKILLS -- COUNTING AND MEASUREMENT					
Correctly responds to concepts MORE, NOT ENOUGH, SAME					
Understands 1st, 2nd, and 3rd					
Matches two sets of objects, up to 10 in number					
Can count to 10					
Understands FULL, HALF, SOME					
FUNCTIONAL LIVING SKILLS -- KNOWLEDGE OF TIME					
Associates position of hands on clock/or numbers with day's events					
Can get to an activity at proper time					
Returns from activity by proper time					
Knows day of week, month, year from calendar					
Plans adequate time to complete activities					
Keeps scheduled appointments					
Identifies special dates via calendar					

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BEHAVIOR (MONTH / DAY)	TRAINING PERIOD				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
FUNCTIONAL LIVING SKILLS -- WRITING SKILLS					
Writes or copies first and last name					
Writes or copies names of family, peers, supervisor					
Writes or copies address					
Writes or copies phone number, social security number					
Writes or assembles pictures for shopping list					
Writes or assembles pictures for notes, reminders, messages					
Writes or copies number 0 through 9					
SEX EDUC. & FAMILY PLANNING -- SOCIAL RESPONSIBILITY					
Does not expose self					
Differentiates between public and private places for private, personal behaviors					
Doesn't grab others					
Doesn't take sexual advantage of lower level clients					
Doesn't flirt ostentatiously					
Never leaves with a stranger or someone known only casually					
Keeps conversation with strangers impersonal; doesn't discuss private matters with strangers					
Can care for young child (2 yrs. to 4 yrs.)					
Can be responsible for same-aged peer					
Reports obnoxious remarks and physical violence					
Does not get into car with stranger					

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SEX EDUC. & FAMILY PLANNING -- PREVENTIVE HEALTH					
Refuses drugs or any other medication offered by strangers					
Understands sexual intercourse can lead to pregnancy					
Uses birth control pills					
Doesn't allow self to be fondled by strangers					
Politely excuses self if a stranger lingers too long or asks personal questions					
Can distinguish rape from sexual intimacy, communicate it, and identify the parts					
Screams for help when strangers become physically aggressive					
SEX EDUC. & FAMILY PLANNING -- HUMAN SEXUALITY					
Expresses affection					
Distinguishes between intimacy and friendly affection					
Demonstrates ability to refuse physical contact from another					
Engages in social intimacies appropriately (private, consenting adults, non-injurious)					
Understands sexual changes associated with puberty, e.g., period, erection, and body hair					
Masturbates for self-gratification					
Will initiate communication about sexual concerns					
Goes on dates					
Forms friendships/platonic relationships	/				
Forms more than casual romantic relationships					
Understands responsibilities of marriage					

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LEISURE-RECREATIONAL DEVELOPMENT -- INDIVIDUAL RECREATION					
Independently plays electronic games					
Independently looks at magazines/reads newspapers					
Watches TV					
Does a hobby/craft activity -- one area of interest					
Jogs and/or takes walks					
Listens to records, tapes, or radio					
Can independently attend movie, play, concert					
Can independently go out to eat					
LEISURE-RECREATIONAL DEVELOPMENT -- PARALLEL RECREATION					
Spectator at sports					
Goes shopping					
Swims and/or suns					
Attends dances					
Visits with neighbors, friends, and family just to be there					
Attends movies, plays,...					
Eats out					
LEISURE-RECREATIONAL DEVELOPMENT -- GROUP RECREATION					
Jogs with group					
Plays volleyball, basketball, or softball					
Visits with neighbors, friends, family for purpose of participating in an activity					
Plays host to neighbors, friends, family					
Bowls					
Plays cards					
Plays table games					
Reciprocates social invitations					
Goes out to eat with group					

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BEHAVIOR (MONTH / DAY)	TRAINING PERIOD				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
PERSONAL-SOCIAL -- EXPRESSION OF FEELINGS					
Accepts reasonable delays to immediate gratification					
Refrains from self-destructive behaviors					
Refrains from hurting others physically or verbally					
Refrains from more than occasional self-stimulation					
Maintains a relaxed and aligned body posture					
Demonstrates appropriate facial expression/body language when SAD, HAPPY, ANGRY, AFRAID					
Controls, to the extent physically possible, socially inappropriate habits, traits, tics, twitches					
Deals positively with most requests					
Thinks before acting -- refrains from impulsive acts					
Asks for help as a way of dealing with frustration					
PERSONAL-SOCIAL -- SELF-ESTEEM					
Acts to become increasingly independent					
When criticized, deals with it in a socially acceptable manner -- refrains from acting out					
Initiates activities which lead to own personal enjoyment					
Sticks with a task -- even if somewhat frustrated -- expects to succeed					
Demonstrates pride in physical appearance without being overly concerned with cleanliness					
Makes realistic choices					
Tolerates changes to usual routines					
Relaxed and unworried about commonplace events					
Accepts own disabilities and deals with own limitations					

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PERSONAL-SOCIAL -- INTERPERSONAL BEHAVIORS					
Trustworthy, dependable, reliable					
Helps others					
Interacts appropriately with a variety of people					
Can say/sign PLEASE, THANK YOU, I'M SORRY appropriately					
Refrains from excessively disturbing/interrupting others					
Respects others' personal space and property					
Asks permission to use another's property, uses carefully, and returns it promptly					
Willingly shares					
Acts appropriately at movies, malls, meetings, dances when a leader is present					
Acts appropriately at movies, malls, meetings, dances when only peers present					
Responds to others -- refrains from lethargy or "tuning out" events in immediate environment					
Acknowledges own misbehavior without putting blame on others					
Responds positively to reasonable and natural consequences of misbehavior					
Accepts not always being the center of attention					

APPENDIX C

PRE-EVALUATION/ADMISSION INFORMATION FORMS

REFERRAL

DATE: _____

NAME: _____ CONTACT PERSON: _____

DATE OF BIRTH: _____ ADDRESS: _____

TELEPHONE NUMBER: _____ SCHOOL DISTRICT _____

PARENTS: _____

REFERRED BY: _____

_____

PHYSICAL DISABILITIES:

(a) Vision _____

_____

_____

(b) Hearing _____

_____

(c) Others _____

_____

OT-PT NEEDS:

Comments: _____

_____

_____

_____

EDUCATION SERVICE CENTER, REGION 20

TO:

FROM: Education Service Center, Region 20
Special Education - Low Incidence Population Services

PROGRAM:

SUBJECT: Contact Report

DATE:

In order that you may be aware of services that have been rendered by the Education Service Center, Region 20, the following information is provided:

Student's Name_____ D.O.B._____

Parent's Name_____ School District_____

Address_____

Services and/or recommendations:

If you would like further information, please contact the project staff in San Antonio at 828-3551 ext: 218. (Dennis Dildy, Project Manager LIPS) or ext: 206 Nancy Toelle, Consultant for the Visually Handicapped.

_____
Consultant

Information copy:

_____
Dennis Dildy, Project Manager

Teacher
Parent

IN - HOUSE TRACKING

Name _____ Case Number _____

School District _____ Date Referred to L.E.A _____

Please return this form when:
1. The I.E.P. Committe has been scheduled, or
2. Assistance is requested for appraisal.
3. Assistance in locating placement and/or related services is desired.

I.E.P. Committee Meeting date _____

Appraisal:	To be Scheduled	Assistance Requested	Date Completed
Intellectual Functioning	_____	_____	_____
Educational Functioning	_____	_____	_____
Language Functioning	_____	_____	_____
Speech and Hearing	_____	_____	_____
Perceptual-Motor.....	_____	_____	_____
Complete Medical Evaluation	_____	_____	_____
Neurological Evaluation	_____	_____	_____
Otological	_____	_____	_____
Ophalmological	_____	_____	_____
Dental	_____	_____	_____
Audiological	_____	_____	_____
Psychological/Psychiatric.....	_____	_____	_____
Sociological	_____	_____	_____
O.T. Evaluation	_____	_____	_____
P.T. Evaluation	_____	_____	_____
O & M Evaluation.....	_____	_____	_____

Findings: _____

_____

Placement and Related Services

Non Public School placement _____

Residential Placement _____

Related services:

O.T. _____ Family Counselling _____

P.T. _____ Behavior Management _____

Speech and Language Therapy _____ Other _____

CHECK LIST

CHILD'S NAME_____ IDENTIFICATION #_____

	DATE	DATE	DATE	DATE
A. AUDIOLOGICAL				
B. OPTHALMOLOGICAL				
C. PSYCHOLOGICAL				
D. NEUROLOGICAL				
E. OTHERS				
F. PROGRAM STATUS				
H. RELATED SERVICES				

I. RECEIVING SERVICES FROM SOCIAL WORKER YES_____ NO_____

Child's Name _____

Identification # _____

Date of Birth _____

Date	Contacted By	Type/Place Contact	Contact Person	Time of Service	Action Taken

PERMISSION FOR PARENTAL INVOLVEMENT

IN THE ARD PROCESS

I, _____ hereby give permission for
(Name of Student)

my _____, to attend and participate
(Name of Parent and Relationship)

in the ARD meeting to assist the development of my Individual Education Program Plan.

_____
Signed Name of Student

_____
Date

_____
Witnessed by
(Name of Witness)

SOCIAL HISTORY

Name_____ d.o.b._____ Sex_____ Race_____ Phone_____

Address_____ S.S.#_____ School District_____

Family Members (include parents and siblings away from home)

Name	Relationship	DOB	Occupation	At Home

Marital status of parents_____ Referred by_____

Income_____ Insurance_____

History of child's disability_____

Physicians and dates last seen_____

Comments_____

Parent's signature_____ Date_____

Interviewed by_____ Date_____

ESC-20 DEAF-BLIND PROJECT

ADVOCATE GRIEVANCE PROCEDURE

Region 20 staff are available to work with you to provide the best possible service for you and your child. If you should feel we have not acted in your or your child's best interest, or our service has been unfair, unethical, or questionable, there is a procedure available to express your concerns:

Notify the Project Manager:

Dennis Dildy
1314 Hines Avenue
San Antonio, TX. 78208
(512) 828-3551 ext. 204

He will investigate the situation and get back with you to discuss any findings and what action will be taken.

If you are not satisfied with the project manager's decision, you have the right of appeal. The appeal steps are as follows:

1. Contact the Special Education Coordinator, Dr. Patricia Myers, 828-3551, ext. 216

2. Contact the Director of Instructional Services, Dr. Arturo Gutierrez, 828-3551, ext. 301

3. Contact the Executive Director, Dr. Dwain M. Estes, 271-7611

4. Contact the Texas Education Agency, Jill Gray, Director, TEA Regional Deaf-Blind Center, (512) 475-1306

If you have any questions about the procedure, contact Dennis Dildy, 828-3551, ext. 204.

CLIENT QUESTIONNAIRE

DIRECTIONS: On each question please circle all the appropriate responses, and fill in the blanks when necessary.

A. Name:_____

B. Home Address:_____

C. Birthdate:_____

D. Age:

1. 15-20
2. 21-25
3. 26-40
4. 41-64
5. 65+

E. Reason for deaf-blindness

1. Unknown
2. Rubella
3. Meningitis
4. Usher's Syndrome
5. Encephalitis
6. Other (please specify_____)

F. Did you have a vision and hearing impairment at birth?

1. Yes
2. No

G. Method of Communication

1. Does not communicate
2. Gestures
3. Oral
4. Sign language
5. Language Board
6. Total communication

H. What services have you received?

1. Commission for the Blind
2. Crippled
3. Supplementary Security Income
4. Texas Rehabilitiation Commission
5. Child and Family Service
6. Public Health
7. Salvation Army
8. Department of Public Welfare
9. Medicaid
10. Other (Pleas specify_____

_____

What service do you feel has been the most beneficial?_____

_____

I. Are you presently being served in a program?

1. Yes
2. No

J. What type of program are you in?

1. Residential program
2. Day Program
3. Other

K. What program served you in the past?

1. Give specific program title _____
2. How long were you served there?_____

L. What are the age requirements in the agency presently serving you?

1. Don't know
2. None
3. Person must be between the ages of 0 and 21
4. Person must be over 6 and under 21
5. Person must be over 16

M. What were the specific skill requirements necessary to be admitted for present services?

1. Toilet trained
2. Able to dress
3. Able to feed
4. Able to walk
5. Able to travel independently in public
6. None
7. Other (please specify_____)

N. What were the specific communication requirements necessary to be admitted for present services?

1. Gestures
2. Use of sign language
3. Ability to speak
4. Ability to write
5. None
6. Other (please specify_____)

O. What were the specific concept requirements necessary to be admitted for present services?

1. Knowledge of time
2. Knowledge of money
3. Knowledge of the beginning and end of task
4. None
5. Other (please specify_____)

P. What were the specific social behavior requirements necessary to be admitted for present services?

1. Ability to control temper
2. Ability to cooperate with others
3. Ability to maintain a neat appearance
4. Ability to attend to a task for more than 15 minutes
5. None

Q. How would you rate present services?

1. Don't know
2. Poor
3. Fair
4. Good
5. Excellent

R. How satisified are you with present services?

1. Don't know
2. Very dissatisfied
3. Slightly dissatisfied
4. Slightly satisified
5. Very satisfied

S. In your opinion how should present services be changed? (Please indicate suggestions, for additions, modifications, etc.

T. How is the parent/guardian involved in your present services?

1. Parent/guardian has consistent contact with professional
2. Parent/guardian is asked to observe the child in program setting
3. Professional observes the child in home setting
4. Parent/guardian has input on program planning
5. Parent/guardian has on-going family training available
6. Parent/guardian has infrequent communication with professional
7. There is no communication between parent/guardian and professionals

U. What agency would you like to have serve you five years from now?

1. Texas Education Agency
2. Commission for the Blind
3. Local School Districts
4. State Schools
5. Texas School for the Deaf
6. Texas School for the Blind
7. Texas Rehabilitation Commission
8. Other (please specify_____)

V. What agency would you like to have serve you ten years from now?

1. Texas Education Agency
2. Commission for the Blind
3. Local school districts
4. State schools
5. Texas School for the Deaf
6. Texas School for the Blind
7. Texas Rehabilitation Commission
8. Other (please specify_____)

W. Where do you forsee yourself living in the future?

X. What type of work training are you receiving in your program?

Y. What do you do in your leisure time?

Z. What is the biggest concern you have about your future?

Z-1. Would you like to enter our Region 20 work training program?

Student Social Security #
(If available) _____

EDUCATION SERVICE CENTER, REGION 20
Deaf/Blind Project
1314 Hines Avenue
San Antonio, Texas 78208

THIS FORM IS TO BE TYPED OR PRINTED IN BLACK INK.

THIS FORM IS TO BE COMPLETED BY PARENT OR GUARDIAN.

APPLICATION FOR EVALUATION/ADMISSION

I. PERSONAL INFORMATION

1. Full name of child _____
   Last First Middle

2. Birthdate: _____ Birthplace: _____
   City State

3. Full name of father _____

4. Full name of mother _____

5. Name of person having legal custody of the child _____

6. Address of parents/guardian _____ Business phone _____

8. Address of child if different from above: _____

II. DESCRIPTION OF HANDICAP(S)

9. Is applicant totally blind? _____ Is applicant partially sighted? _____

10. Does your child respond to sound? _____ How? _____

11. Does child have any other handicaps? _____
    If "yes", please list:

12. What media(s) does the student use? _____ large print
    _____ regular print
    _____ braille
    _____ listening
    _____

13. How does your child communicate with you?

_____ gestures

_____ sign

_____ manually

_____ pictures

III. PREVIOUS SCHOOLING

14. Has applicant attended school? _____ How many years?_____

15. Name of present school: _____

Address: _____
Street City Zip Code

16. Name of School District: _____

County: _____

17. Dates attended: _____

18. Was there a specific program for visually and/or auditorially handicapped?_____

19. List past placements other than present program.

IV. MISCELLANEOUS

20. Has any court order even been made concerning the care of custody of child? _____ If so, attach a certified copy of the order.

21. If the child is not a citizen of the United States, please supply a copy of any visas or immigration permits.

22. Please enclose a copy of the child's birth certificate.

23. If your child is also hearing impaired, you must include evaluations from an otologist (ear doctor) and audiologist.

Date this form completed _____

Information given by _____
Name

Relationship to child _____

_____
SIGNATURE OF PARENT/GUARDIAN

Admission Criteria*

1. Eligibility: The student must be determined eligible for Special Education as deaf-blind by their LEA ARD committee and 14-21 years of age.

2. Language: Expressive: The student will be able to express the basic human needs of hunger, thirst, elimination and avoidance of pain using speech, total communication, body gestures, or finger spelling to adults in such a manner that his need is correctly identified 80% of the time as judged by his teacher(s).

   Receptive: The student is able to comprehend a three-step instruction delivered in an appropriate communication system as evidenced performing the essential motoric responses indicated by that instruction as judged by his teachers.

3. Span of Attending: The student can do an appropriate work task unassisted for 30 minutes without supervision, after training as judged by his teacher(s).

4. Physical Stamina: The student is able to work a six hour work day without showing gross loss in stamina or precipitating a health problem as judged by his teacher(s).

5. Initiative: The student can initiate an appropriate work task once learned with only one reminder as judged by his teacher(s).

6. Mobility: The student can maneuver independently within a several-room work environment without endangering himself or others as judged by his teacher(s).

7. Adaptive Behavior: The student demonstrates adaptive behavior by scoring at the 30th percentile or above on the Camelot Behavior Checklist.

8. Toilet Habits: The student can independently handle his elimination needs without creating a health problem for himself or others as judged by his teacher(s).

9. Personal Hygiene and Self-care Habits: The student bathes and grooms himself as evidenced by being able to do at least 4 of the Camelot Behavioral Checklist "bathing" and 2 of the "grooming" items.

10. Directional Concepts: The student will know the concepts on-off, up-down, open-closed, left-right, front-back as evidenced by his correct response to a simple command using the concept given in an appropriate communication system.

11. Dressing: The student will be able to dress and undress as evidenced by being able to do at least 5 of the Camelot Behavioral Checklist dressing and undressing items.

12. Eating: The student will be able to self-feed as evidenced by being able to do at least 10 of the Camelot Behavioral Checklist Self-Help (Eating Behavior) items.

13. Transportation: The student must be able to be transported on-time every day to his community based work environment by any means as reported by his teacher(s).

14. Role Cooperation: The student is willing to cooperate as evidenced by his remaining at his work station and attempting to perform his assigned tasks the majority of the day during his first few days as judged by his teacher(s).

15. Adaptability to Change: The student can leave his present placement to receive training without decreasing his functioning for more than a few days as judged by his teacher(s).

*Student should meet eight of the fifteen entrance criteria to include criteria items 1, 13, 14, and 15.

**"Having prerequisite skills" is used as the definition of the word appropriate.

DENNIS DILDY
Project Manager

Application form for admission to the
ESC-20 Deaf-Blind Community Based Work
and Independent Living Project

Please staple an individual
picture here. (optional)

I. IDENTIFYING INFORMATION:

Name_____S.S.#_____

Present mailing address:

_____

_____Zip_____Phone:( )_____

Sex_____Height_____Weight_____

Race_____Age_____Birthdate_____

Marital Status_____Has applicant had any children? Yes____No_____

Father's Name_____

Father's Address_____
(If different from applicant's) city state

_____( )_____
county zip phone #

Mother's Name_____(Maiden Name)_____

Mother's Address_____
(If different from applicant's) city state

_____( )_____
county zip phone #

Who is applicant's legal guardian? (if any)_____Relationship_____

Address_____Phone #( )_____

Referring Counselor's Name_____Agency_____

Address_____
county zip state

Phone # ( )_____

II. FINANCIAL INFORMATION:

Is applicant receiving SSI?_____Amount Monthly

SSDI?_____Amount Monthly

SSA?_____Amount Monthly

Who is payee for these benefits (to whom is check made out)?_____

To what address are these Social Security checks being mailed?_____

Medical Insurance: Medicaid #_____Medicare #_____Other (Private)

III. PRESENTING PROBLEMS:

Is recipient receiving monthly eligibility slips for medicaid services?_____

Include a letter or write in the space below in your own words why you desire the applicant's admission to the ESC-20 Community Based Apartment. This should include:

(a) A description of the problems the applicant presents.
(b) Where he/she is now?
(c) Why you feel his/her present situation should not continue?
(d) What you think the Center can do for the applicant.
(e) Any past history of psychiatric problems and treatment. If so, please explain (attach reports if available).

IV. CASE HISTORY

Following is a checklist of information which should accompany this application. It will expedite processing by our Admissions Committee if all of the required information is enclosed.

____(a) Progress Report

____(b) Audiological Report (required)

____(c) Ophthalmological Report

____(d) General Medical (required)

____(e) Vocational Evaluation Report (if available)

____(f) Psychological Evaluation

____(g) Work History (list of previous employment and salary)

____(h) Academic Report (include school last attended, no. of yrs. in school)

____(i) Ear-Nose-Throat (ENT) Report

____(j) Social Summary (include family history)

____(k) Individual written Rehab Plan (if applicable)

____(l) Birth Certificate (required)

____(m) Record of Immunizations (required)

____(n) Record of chest X-ray or TB skin test (required)

____(o) Dental exam within past 6 mos. (required for minors)

V. SENSORY LIMITATION:

Is applicant deaf? Yes_____No_____

Degree of hearing impairment_____

Age at onset of hearing loss_____Cause of hearing loss_____

_____

Does applicant have a hearing aid?_____If so, please indicate model and serial number_____

Is applicant visually impaired? Yes_____No_____

Degree of visual impairment_____

Age at onset of visual impairment_____Cause of visual impairment_____

_____

Does applicant wear glasses?_____If so, please include prescription__

_____

Description of additional disabilities_____

_____

_____

_____

_____

APPENDIX D

FORMS NEEDED FOR ADMISSION, REVIEW, AND DISMISSAL PROCESS

Admission, Review, and Dismissal Committee Summary of
Deliberations, Findings, and Recommendations
and Individual Educational Plan

Student: Meeting Date:

Date of Birth:

I. The committee reviewed the following data:
   A. Assessment reports (specify reports and dates of reports as attached):

   B. Assessment data or information from the parent or student:

   C. Assessment data or information from other school personnel:

II. The committee decided that the student
   ___ did not meet any specific eligibility criteria at this time.
   ___ met the specific eligibility criteria for _____ .
   handicapping condition(s)
   A. This decision was based on the following data:

   B. The discussion of eligibility included the following points (specify points and persons making them):

III. The committee decided that this student
   ___ needs special education services because of the handicapping condition(s) cited above
   ___ does not need special education services at this time
   The data on which this decision was based include:

IV. The committee ensures that this student is not assigned to special education on the basis of criteria which were developed solely on the command of the English language.
   ___ Yes ___ No

   The committee ensures that this student was not placed in special education if the only deficiencies identified are directly attributable to:
   A. a different cultural lifestyle ___ Yes ___ No
   B. not having had educational opportunities ___ Yes ___ No
   C. not having achieved from previous educational experiences ___ Yes ___ No
   Discussion:

V. Individual educational plan
A. Present competencies (may reference Stage III assessment data attached)
1. Academic/developmental

2. Physical

3. Behavioral

4. Prevocational /vocational

B. Instructional and related services goals and objectives
Goal # ____:

Objective #1:

Criteria for evaluation:
Schedule for evaluation:
Implementor:
Objective #2:

Criteria for evaluation:
Schedule for evaluation:
Implementor:
Objective #3:

Criteria for evaluation:
Schedule for evaluation:
Implementor:
Goal # ____:

Objective #1:

Criteria for evaluation:
Schedule for evaluation:
Implementor:
Objective #2:

Criteria for evaluation:
Schedule for evaluation:
Implementor:
Objective #3:

Criteria for evaluation:
Schedule for evaluation:
Implementor:

Include additional page(s) for additional goals and objectives

Review date(s):	Mastered	Continue	Continue w/modification	Discontinue inappropriate

Optional additional page(s)

Goal # ____:

Objective #1:

Criteria for evaluation:
Schedule for evaluation:
Implementor:

Objective #2:

Criteria for evaluation:
Schedule for evaluation:
Implementor:

Objective #3:

Criteria for evaluation:
Schedule for evaluation:
Implementor:

Goal # ____:

Objective #1:

Criteria for evaluation:
Schedule for evaluation:
Implementor:

Objective #2:

Criteria for evaluation:
Schedule for evaluation:
Implementor:

Objective #3:

Criteria for evaluation:
Schedule for evaluation:
Implementor:

Goal # ____:

Objective #1:

Criteria for evaluation:
Schedule for evaluation:
Implementor:

Objective #2:

Criteria for evaluation:
Schedule for evaluation:
Implementor:

Objective #3:

Criteria for evaluation:
Schedule for evaluation:
Implementor:

Review date(s):	Mastered	Continue	Continue with modification	Discontinue -inappropriate

C. Services

Regular education	Time	Start	End	Justification
Special education				
Vocational education				
Related services				

VI. During the development of the individual educational plan, the committee discussed alternative services and recommendations of individual committee members. A summary of that discussion is:

VII. For visually handicapped or auditorially handicapped students, the committee has completed and attached "Additional IEP Requirements for Visually Handicapped and/or Auditorially Handicapped Student."

VIII. I have participated in all of the decisions listed on the preceding pages on this date, _____:

Signatures and positions	I agree with all decisions	I do not agree with all decisions (Comments may be attached)

IX. (for initial placements only) I give my permission for _____, (student's name) to receive the special education services described in this plan. I understand that my permission may be revoked at any time.

_____ _____
parent's or adult student's signature date

SCHOOL DISTRICT INDIVIDUAL

EDUCATIONAL PLAN

NAME: _____ DATE OF ENROLLMENT _____

D.O.B. _____ ELIGIBILITY CODE _____

SCHOOL _____ GRADE _____

Levels of Functioning

1. Mental: _____ 4. _____

2. Social: _____ 5. _____

3. Emotional: _____ 6. _____

STRENGTHS: _____ WEAKNESSES: _____

SPECIFIC SERVICES	LOCATION	TIME ALLOCATED	BEGINNING DATE	3 mos.	6 mos.	9 mos.	ENDING DATE
1.							
2.							
3.							
4.							
5.							
6.							

PLACEMENT JUSTIFICATION

Least Restrictive Alternative Considered _____

Why They Were Inappropriate _____

COMMITTEE MEMBERS SIGNATURES:

*PARENT _____ PRINCIPAL _____

**CHILD _____ SUPERVISOR _____

TEACHER _____ APPRAISAL _____

TEACHER _____ OTHER _____

* Parent not in attendance because _____

** Child not in attentance because _____

SCHOOL DISTRICT INDIVIDUAL

EDUCATIONAL PLAN

NAME: _____ TEACHER: _____

D.O.B. _____ SCHOOL: _____

Long Term Goal: _____

_____

Short Term Objective:

Strategy: Who: _____ Beginning Date _____ Ending Date_____

Method: _____

Criteria: _____

_____

Short Term Objective:

Strategy: Who: _____ Beginning Date _____ Ending Date_____

Method: _____

Criteria: _____

_____

Short Term Objective:

Strategy: Who: _____ Beginning Date _____ Ending Date_____

Method: _____

Criteria: _____

_____

Short Term Objective:

Strategy: Who: _____ beginning Date _____ Ending Date_____

Method: _____

Criteria: _____

GENERAL MEDICAL EVALUATION

Name_____(male), (female), age_____ is being considered for enrollment in one of the Special Education classes in _____ school. To assist in correct placement and to fulfill legal requirements, we are requesting a medical evaluation. Any information not called for on this form that would be pertinent to the child's placement would be appreciated.

1. General State of Health:

2. Significant Findings:

   a. History--Note frequent or serious illnesses, allergies, disturbances, or chronic conditions the school should be aware of:

   b. Physical (present findings:

   c. Neurological:

3. Medication:

   a. Presently taking

   b. Recommended

4. Recommended or Remarks:

_____
Signature of Physician

_____
Typed/printed name

_____
Street

_____
City State

_____
Telephone No.

_____
Date

Please return this form to:

NAME Dennis R. Dildy

ADDRESS Education Service Center,
Region 20
1550 N. E. Loop 410
San Antonio, Texas 78209

Student Social Security
(if available)

_____

EDUCATION SERVICE CENTER, REGION 20
Deaf-Blind Project

PLEASE TYPE OR PRINT IN BLACK INK.

THIS SECTION OF THE PHYSICAL IS TO BE COMPLETED BY PHYSICIAN:

PHYSICAL EXAMINATION AND HEALTH RECORD

Student's Name _____ Birthdate _____
Last First Middle

Hearing Evaluation: Right Ear _____ Left Ear: _____

Blood Pressure: _____ Pulse: _____ Respiration: _____

Height: _____ Weight _____

Place a check beside any of the following found to be abnormal and briefly explain on the line provided.

___Scalp_____
___Eyes_____
___Ears_____
___Nose_____
___Mouth_____
___Lungs_____
___Heart_____
___Abdomen_____
___Ext. Genitalia_____
___Gynecological_____
___Orthopedic_____
___Neurological_____
___Skin_____
___Lymph Nodes_____
___Teeth_____

Within the limitations of his/her vision, can he/she participate in an organized physical education program? Yes_____ No_____

If no, describe limitations:_____

MEDICATIONS PRESENTLY TAKING	DOSAGE	PHYSICIAN PRESCRIBING

ALLERGIES: (A) FOOD (B) ENVIRONMENT (C) DRUG

IMMUNICATION RECORD

Enter month and year of completed series, boosters, single immunizations:

D-T Completed_____
Last Booster_____

Polio Completed_____
Last Booster_____

Rubella_____
Mumps_____
Measles_____
Influenza_____
Tuberculin Test_____

LABORATORY TESTS AND RESULTS, IF INDICATED:

Test	Results	Test	Results

INTERPRETATIONS AND RECOMMENDATIONS FOR SCHOOL:

SERIOUS MEDICAL CONDITIONS AND/OR OPERATIONS:

If the student has been hospitalized or treated for a serious condition such as an eye operation, heart problems, seizures, diabetes, neurological disorders, psychiatric problems, etc., please indicate on the following form.

NATURE OF ILLNESS, DISORDER, OR OPERATION:_____

DATE:_____

WHERE TREATED:_____
(Name of hospital or agency and address)

NAME OF DOCTOR OF TECHNICIAN ADMINISTERING TREATMENT:_____

ADDRESS OF ABOVE:_____

(continued on next page)

ADDITIONAL RECORD OF SERIOUS MEDICAL CONDITIONS OR OPERATIONS:

NATURE OF ILLNESS, DISORDER, OR OPERATION: _____

_____

DATE: _____

WHERE TREATED: _____
(name of hospital or agency and address)

NAME OF DOCTOR OR TECHNICIAN ADMINISTERING TREATMENT: _____

ADDRESS OF ABOVE: _____

* *

NATURE OF ILLNESS, DISORDER OR OPERATION: _____

_____

DATE: _____

WHERE TREATED: _____
(name of hospital or agency and address)

NAME OF DOCTOR OR TECHNICIAN ADMINISTERING TREATMENT: _____

ADDRESS OF ABOVE: _____

* *

_____

LIMITATIONS:

List any specific limitations on student's physical activities resulting from any medical condition or handicap. _____

_____

_____

Date of Examination: _____

_____
Signature of Physician

_____
Name

_____
Address

_____

To be filled in by physician.

EDUCATION SERVICE CENTER, REGION 20
Deaf-Blind Project

Name of Student: _____ Date of Birth: _____

Address: _____

Ocular/Visual History: (e.g., age at onset of blindness, prior eye diseases, injuries or operations, birth or developmental defects, familial visual or other medical problems, etc. Please indicate dates, if known.)

VISUAL ACUITY

	Without Correction		With Correction		Refraction
	Distance	Near	Distance	Near	
O.D.			O.D.	O.D.	
O.S.			O.S.	O.S.	
O.U.			O.U.		

Glasses: Not needed_____ To be worn constantly _____

For close work only _____ Other_____

Low vision aid: Type_____ For distance _____ Near _____

Muscle Function: Normal_____ Abnormal _____ Strabismus _____

Nystagmus (If abnormal, please indicate test used and results.)

_____

_____

Clinical Findings: (e.g., inspection, biomicroscopy, opthalmoscopy, etc.)

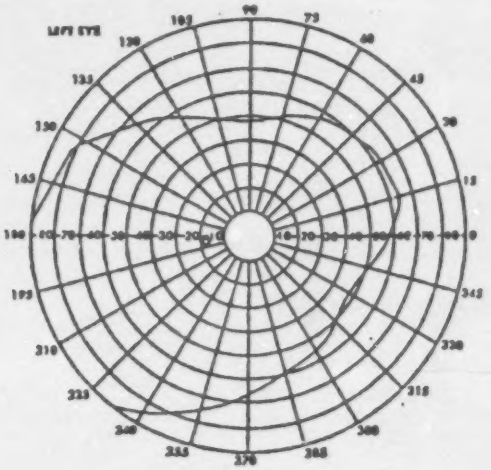
Intraocular pressure: O.D._____ O.S._____ TONOMETER_____

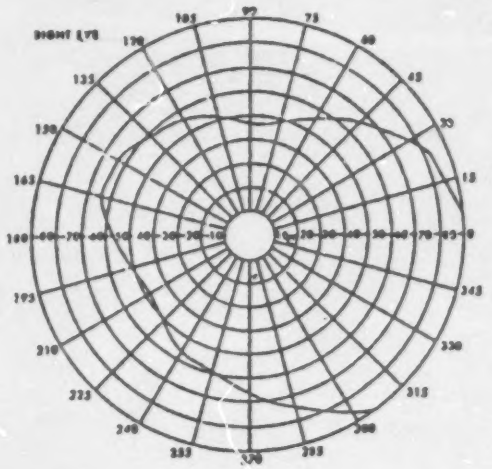
Visual Fields: (Note: Please indicate it by standard perimeter of 330 mm. arc white target, or other, such as larger target, finger confrontation, etc.)

O.S. O.D.

FIELD OF VISION. Record results on chart below.

Type of test used:_____ Illumination in ft. candles:_____





Diagnosis:

Prognosis & Recommendations

Pupil's visual loss is: Stable_____ Permanent_____

Worsening_____ Improving_____ Capable of Improvement _____

Present treatment, to be continued: _____

_____

Date for re-examination: _____

Precautions about activity: _____

_____

Date of examination: _____

Date of Report: _____ _____
Signature

_____
Name Degree

_____
Address

THIS SECTION OF PHYSICAL IS TO BE COMPLETED BY PARENT/GUARDIAN:

MEDICAL HISTORY

REVIEW OF SYSTEMS:

Check any of the following for which the student has suffered:

____ Frequent Headaches
____ Speech Handicap
____ Difficulty with Hearing
____ Ear Infections
____ Frequent Colds or Sore Throat
____ Hay Fever
____ Asthma
____ Persistent Cough
____ Pain in Chest
____ Shortness in Breath
____ Eating or Chewing Trouble
____ Tuberculosis
____ Frequent Indigestion
____ Abdominal Pain
____ Diarrhea
____ Constipation
____ Hemorrhoids
____ Frequent Urination
____ Discomfort of Urination
____ Foot or Gait Trouble
____ Convulsions
____ Neurological Problems and Treatment
____ Emotional Problems and Treatment
____ Psychiatric Problems
____ Unusual Gain or Loss of Weight
____ Other (Explain)

_____

_____

_____

PAST ILLNESSES:

	DATE		DATE
____ Rheumatic Fever	_____	____ Whooping Cough	_____
____ Measles	_____	____ Chicken Pox	_____
____ Mumps	_____	____ Other (Explain)	_____
____ Rubella	_____	_____	
____ Scarlet Fever	_____	_____	

_____

OPERATIONS:

Please explain giving the reason for the operation and the effects of the operation.

_____

_____

_____

ADDITIONAL INFORMATION:

Home Town Physician: _____
(NAME) (ADDRESS) (CITY)

Home Town Opthalmologist: _____
(NAME) (ADDRESS) (CITY)

Others: _____

INSURANCE INFORMATION

Is this child covered under medical insurance? Yes_____ No_____

If the answer is yes, please complete the following:

Name of Insurance Company:_____

Name as listed on policy:_____

Policy number:_____

HEALTH CENTER:

Do you wish to be notified if your child is admitted to the health center?

_____ YES _____ NO

EMERGENCY INFORMATION:

Who to Notify in Case of Emergency:

NAME	PHONE NUMBER (Area Code & Number
1.	
2.	

Date of Completion:_____ Signature of Parent/Guardian:

_____

EDUCATION SERVICE CENTER, REGION 20

INFORMATION REGARDING IMMUNIZATIONS AND MEDICATION

The following immunizations are now required by the State:

DPT or DT - All ages

Oral Polio - Under 19 years of age.

Our School Physician recommends the Polio booster to be given every 5 years.

Measles (Rubeola) - 1 to 11 years of age, or history of illness

Rubella 1 to 11 years of age, or history of illness

*Mumps - All students who do not have a history of illness.

TB skin test - (annually if negative previous year)
Chest X-ray if skin test positive.
Annual chest X-ray on known tuberculosis.

*The Mumps immunization will have to be given by your family physician as the State does not furnish this vaccine.

Please note: No medication will be given in the school programs, unless it is labeled by the pharmacist, as to content and has the doctor's name, who prescribed it, on the label.

Vitamins may be given if left in the original bottle, with original label still attached.

An immunization record card is attached, which is to be completed by your family physician and returned to us, to be retained in the childs file.

REGION 20

OTOLOGICAL REPORT

STUDENT'S NAME _____ D.O.B. _____

1. Medical history pertinent to hearing loss.

2. Treatment and/or operations related to hearing.

3. Significant ear, nose or throat findings on examination. (Attach audiogram, if available)

4. Otological Diagnosis.

5. Medical and Educational Recommendations.

6. Date of suggested otological re-examination _____.

_____
Name of physician (Print or type)

_____ _____
Date Signature

EDUCATION SERVICE CENTER

Low Incidence Population Services

EDUCATIONALLY-ORIENTED HEARING REPORT

1. What is the cause of the hearing impairment? Is any treatment required?

2. Is there a general physical condition that causes this hearing impairment? Briefly describe hearing.

3. Is the hearing condition likely to get better, worse, or stay the same?

4. Should the teacher be alert to any symptoms (hitting the ear, etc.), that could possibly signal a need for professional attention?

5. Should the child wear a hearing aid, and if so, when?

6. Were you able to determine an accurate hearing acuity? If so, please give acuity and type of target used.

7. If unable to determine an accurate hearing acuity, what is your opinion regarding what the child hears?

8. Were you able to determine the range of hearing? If so, were there areas of no response in the hearing field? Where?

9. What recommendations can you give the teacher about the child's hearing functioning?

10. Was the child able to locate sound source?

11. Will the child work better with high or low frequency sounds?

12. What restrictions should be placed on the child's activity?

13. What specific reocmmendations do you have concerning the child's use of hearing in learning situations?

14. When should this child be examined again?

15. How does this loss affect speech intelligibility?

To be filled in by Dentist

EDUCATION SERVICE CENTER, REGION 20
DEAF-BLIND PROJECT
1550 N.E. LOOP 410
SAN ANTONIO, TEXAS 78209

DENTAL EXAMINATION

Patient's Name

If any of treatment is for orthodontic purposes, complete both treatment and orthodontic sections below.

Dentist's Name

Speciality

Dentist's Mailing Address
Street
City
State & Zip

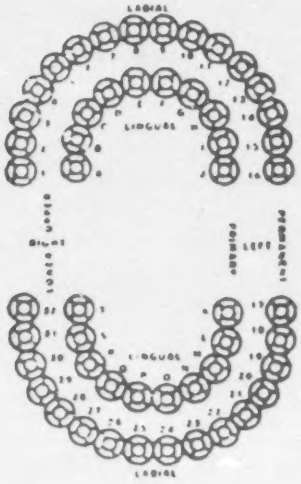
Dentist's Phone No.

Date of first visit (Current Series)

Date of in-hospital Dental Treatment

If Prosthesis, is this Initial Placement? Yes No (If No, Reason for Replacement)

Date of Initial Placement of this Prosthesis



INDICATE MISSING TEETH WITH AN 'X'

REMARKS:

Examination and Treatment Record--Use Charting System Shown

Tooth # or Letter	Surfaces	Description or Service (Including X-Rays, Prophylaxis Materials Used, etc.)	Date Service Performed Mo. Da. Yr.	ADA Procedure Number

ORTHODONTICS: (Give diagnosis, class or malocclusion and describe appliance(s) in above treatment section)

ACTIVE TREATMENT

Date such treatment started
Date first appliance (to be) inserted
Estimated total active treatment period (number of months)

Retention Checking/Observation

Date such treatment started
Estimated Period (Number of months)
Estimated number of visits

Dentist's Signature

Suggested Form
Additional IEP Requirements for the Visually Handicapped
and/or Auditorially Handicapped Student

VII. A. Summary of the views of the student, or as appropriate the parent, concerning goals and objectives and the special services being provided:

B. Outline of obligations undertaken by the student's family in connection with the IEP:

C. Detailed description of arrangements made to provide:

1. the hearing impaired student with training to compensate for hearing loss and access to special media and equipment or devices commonly utilized by students with serious hearing loss:

2. the visually handicapped student with orientation and mobility training, instruction in braille and the use of large print, other training to compensate for visual loss, and access to special media and equipment or devices commonly utilized by students with serious visual loss:

D. Plans and arrangements made for contacts with and continuing services to the student during periods in which the student might not be involved in school programs:

E. The student or the parent where appropriate

1. has been provided a detailed explanation of various service resources available within the community and throughout the state

____ Yes ____ No

2. has been informed of rights and procedural safeguards

____ Yes ____ No

3. (for VH students) the "Registration of Visually Handicapped Student" form has been completed

____ Yes ____ No

BEHAVIOR RATING SCALE

Rate each item on a 9 point scale. The points on the scale are similar to Stanine Scores. A score of "5" always means "average" as compared to some criterion. A score of "6" is high average, etc.

Low Range			Average Range			High Range		
1	2	3	4	5	6	7	8	9
Very Low	Low	Below Average	Low Average	Average	High Average	Above Average	High	Very High

Read the description to determine the relevant behaviors and scoring criteria.

Enter any comments you feel are relevant and enter specifics as requested.

Note: Scoring on the last section (Personality) is different--see instructions.

NAM OF STUDENT: _____

COMPLETED BY: _____
(Name & Position)

DATE: _____

Category	Description	Comments	Score
Quantity of Work	Score quantity only--in relation to quantity assigned. A score of "5" means "does what is assigned--no more, no less."		4 3 2 1 5 9 8 7 6
Quality of Work	Work is done correctly as assigned. A score of "5" means "usually correct."		4 3 2 1 5 9 8 7 6
Efficiency with Supervision	Can uniformly score at least "4" on both of above with reasonable supervision. A score of "5" means "adequate performance with supervision."		4 3 2 1 5 9 8 7 6
Efficiency without Supervision	Same as above but without supervision. Working on his/her own. Reliability. "5" means adequate work without supervision.		4 3 2 1 5 9 8 7 6
Industrious	As opposed to "goofing off." Does what needs to be done in proper time frame. Keeps on task. "5" means average per expectations.		4 3 2 1 5 9 8 7 6
Effort	Will persist when dealing with a difficult task rather than give up, refuse to work or say he "can't." "5" means average effort, most of the time.		4 3 2 1 5 9 8 7 6
Criticism	Responds to constructive criticism by trying to improve performance. Does not get upset or defensive. "5" means average for peers.		4 3 2 1 5 9 8 7 6

Category	Description	Comments	Score
Punctuality	Arrives on time for class, appointments, etc. "5" means average for peers.		4 3 2 1 5 9 8 7 6
Attendance	"5" means adequate attendance. (Comment if frequent absence or tardiness is unavoidable.)		4 3 2 1 5 9 8 7 6
Adaptability	Can deal with change (new material, new teachers, new room) with minimal disruption of behavior or achievement. "5" = average.		4 3 2 1 5 9 8 7 6
Cooperation	Can, if assigned, work cooperatively with peers on group projects.		4 3 2 1 5 9 8 7 6
Attention	On subjects of interest and/or with some teachers, can attend to instruction or assigned task with minimal distraction.		4 3 2 1 5 9 8 7 6
Potential (Academic)	Observed behavior (specify) suggests that student has the potential to learn school subjects. "5" means average ability.		4 3 2 1 5 9 8 7 6
Achievement	Student's actual level of performance as compared to above. "5" means performs at level of ability; "3" means performs below level of ability, etc.		4 3 2 1 3 9 8 7 6

Category	Description	Comments	Score
Potential (Employment)	Observed behavior (specify) suggests that student has the potential to hold an appropriate job. "5" means average potential.		4 3 2 1 5 9 8 7 6
Potential (Independence)	Subjective--the student is seen as capable of achieving an independent and self-supporting status. "5" means average potential.		4 3 2 1 5 9 8 7 6
Preferences	(No score) If student does better in some subjects or situations than in others, please describe.		No Score

PERSONALITY/BEHAVIOR VARIABLES

Score the student once on each scale according to which of the 2 descriptions best fits. "5" means neither or "a balance", "4" means slightly more, "3" means more, etc.

					V					
Hyperactive	1	2	3	4	5	4	3	2	1	Lethargic
Constant	1	2	3	4	5	4	3	2	1	Changeable
Timid	1	2	3	4	5	4	3	2	1	Assertive
Positive Self-Concept	1	2	3	4	5	4	3	2	1	Negative self-c.
Aggressive	1	2	3	4	5	4	3	2	1	Passive
Outgoing	1	2	3	4	5	4	3	2	1	Withdrawn
Modest	1	2	3	4	5	4	3	2	1	Braggart
Many Friends	1	2	3	4	5	4	3	2	1	No friends
Over conforming	1	2	3	4	5	4	3	2	1	Rebellious
Realistic	1	2	3	4	5	4	3	2	1	Fantasizing
Rejects Authority	1	2	3	4	5	4	3	2	1	Accepts Auth.
Friendly	1	2	3	4	5	4	3	2	1	Unfriendly
Hates School	1	2	3	4	5	4	3	2	1	Likes school
Leader	1	2	3	4	5	4	3	2	1	Follower
Respectful	1	2	3	4	5	4	3	2	1	Disrespectful
Verbal	1	2	3	4	5	4	3	2	1	Non-verbal
Logical	1	2	3	4	5	4	3	2	1	Emotional
Unhappy	1	2	3	4	5	4	3	2	1	Happy

Education Service
Center
Region 20
Deaf-Blind Project
1314 Hines
San Antonio, TX.
78208

Photo, Videotape and Data Release Form

The Deaf-Blind Project is an ESC-20 program to locate and train individuals for employment and independent living.

I, the undersigned, give my permission to ESC-20 to use data collected during my training and/or be photographed while involved in the Deaf-Blind Project. I understand that such films, photographs or training data will be used only for professional training purposes or to promote community awareness of the project. Permission to use my training data and/or photograph can be withdrawn at any time by my request.

_____
Signed

_____
Date

_____
Witness of data

EDUCATION SERVICE CENTER - REGION XX
VOCATIONAL EVALUATION CENTER

PREVOCATIONAL BEHAVIORAL CHECKLIST

NAME: _____ ADDRESS: _____
(Last) (First) (M.I.)

TELEPHONE: _____ SEX: _____ BIRTHDATE: _____ SOCIAL SECURITY #: _____

SCHOOL: _____ DISTRICT: _____ RACE: _____

PARENT (GUARDIAN): _____

ADDRESS (IF DIFFERENT): _____

NAME AND IDENTITY OF PERSON DOING THE REPORTING: _____

_____

HOW LONG HAVE YOU KNOWN THIS STUDENT: _____

DATE OF REPORT: _____

INSTRUCTIONS

Check only one rating for each item; feel free to comment about any item; make analysis based on general impression, try not to magnify one isolated instance, but rather, remarks of typical behavior are solicited. It may be useful to think of the analysis in terms of the student's behavior in an on-the-job situation.

I. JOB SKILLS

A. QUALITY: Measure of production. The work does not have to be done over and is done in an acceptable manner.

(Check one) Comments

___ Work has to be done over often.
___ Will do a good job sometime.
___ Work occasionally needs repeating.
___ Does a good job most of the time.
___ Always or almost always does a good job.

B. QUANTITY: Completes maximum amount of assigned work within a given time period.

(Check one) Comments

___ Leaves most of work unfinished.
___ Will complete part of a task.
___ Task is sometimes completed.
___ Completes task most of the time.
___ Work finished in specified time.

I. JOB SKILLS

C. ABILITY TO PERFORM WITH SUPERVISION: Synonymous with dependability. Accuracy and consistency in following directions; able to follow through on directions given; stick-to-iteveness.

(Check one) Comments

___ Very unreliable even with help.
___ Generally unreliable.
___ Reliable in some areas only.
___ Generally reliable.
___ Completely reliable in all areas.

D. ABILITY TO PERFORM WITHOUT SUPERVISION: Specifications same as above, but without supervision.

(Check one) Comments

___ Does not perform assigned task without supervision and encouragement.
___ Does not perform assigned task without supervision .
___ Completes only with help.
___ Adequate completion without help.
___ Initiates appropriate independent action.

II. PERSONAL CHARACTERISTICS

A. APPEARANCE: Cleanliness of person; clothing clean, appropriate, neatly arranged; shoes tied and clean; hair groomed; appropriate make-up or clean shaven.

(Check one) Comments

___ Below average on most of above criteria.
___ Below average on one or more of above.
___ Average.
___ Above average on one or more of above.
___ Above average on most criteria.

B. PERSONAL HABITS AND MANNERS: Manners, proper use of handkerchief, says "thank you", "pardon me", "please", and so forth at appropriate times. Does not interrupt others when they are talking. Does not use loud and/or profane language.

(Check one) Comments

___ Below average on most criteria.
___ Below average on one or more criteria.
___ Average.
___ Above average on one or more of above.
___ Above average on most of above.

II. PERSONAL CHARACTERISTICS

C. ATTITUDE: Shows interest in task assigned. Performs task with enthusiasm. Accepts direction and criticism. Makes very few or no undesirable comments. Demonstrates a sense of loyalty.

(Check one) Comments

____ Below average on most criteria.
____ Below average on one or more criteria.
____ Average.
____ Above average on one or more criteria.
____ Above average on most criteria.

D. INDUSTRIOUSNESS: Ability of student to stay with the assigned task; to work with a minimum of conversation, wandering and wasted time. Works spontaneously, with enthusiasm and initiative.

(Check one) Comments

____ Wastes a great deal of time wandering about, usually engages in conversation. Lazy.
____ Wastes time, frequently wanders about, engages in conversation.
____ Performs tasks with some enthusiasm, wastes a little time.
____ Assumes responsibility for completion of tasks.
____ Demonstrates initiative and interest.

E. EFFORT: Works to best of ability, cooperative, applies self to the task at hand, interested.

(Check one) Comments

____ Refuses to exert effort.
____ Perfunctory effort; needs encouragement.
____ Average in effort; effort varies with nature of the task.
____ Above average in application of effort.
____ Works to best of ability.

F. SELF CRITICISM: Realistically views own ability to do task; can see own shortcomings, makes effort to improve.

(Check one) Comments

____ Underestimates own inadequacies, boastful.
____ Overestimates and overemphasizes own inadequacies, defeated attitude.
____ Satisfied with poor, inadequate work.
____ Recognizes failure or poor work.
____ Attempts to deal with inadequacies in a realistic manner.

G. CRITICISM FROM OTHERS: Able to accept realistic criticism from peers as well as supervisors; reacts by attempts to improve. Interested in becoming better at job and in self-improvement.

(Check one) Comments

___ Vigorously denies that criticism is warranted; belligerent.
___ Poorly accepting. Generally denies that criticism is warranted.
___ Average accepting. Usually profits from constructive criticism.
___ Moderately accepting; attempts to comply with suggestions.
___ Very accepting. Always attempts to comply.

III. TIMING

A. PUNCTUALITY: Arriving on time to class, leaving on time, quitting and returning promptly from breaks; being on time for appointments.

(Check one) Comments

___ Very frequently late.
___ Usually late.
___ Occasionally late.
___ Rarely late.
___ Never late.

B. ATTENDANCE: Per se.

(Check one) Comments

___ Very frequently absent.
___ Usually absent.
___ Occasionally absent.
___ Rarely absent.
___ No absences.

C. MOBILITY: Ability and willingness to get to work; ability to use public transportation if necessary; capable of arranging own mode of transportation to and from job.

1. PERSONAL INDEPENDENT MOBILITY

(Check one) Comments

___ Walks to work.
___ Rides a bicycle to work.
___ Rides a motor scooter to work.
___ Can drive an automobile with driver in car.
___ Has a driver's license.

III. TIMING

C. MOBILITY:

2. USE OF PUBLIC TRANSPORTATION

(Check one) Comments

___ Unable to travel alone.
___ Usually driven to/from work (family, taxi, etc.)
___ Has no opportunity to use public transportation.
___ Rides bus but cannot transfer.
___ Rides bus, makes transfers without difficulty.

IV. INTERPERSONAL

A. SOCIAL SKILLS - PERSONAL: Personal characteristics which help the client to be more acceptable to fellow workers/students.

(Check one) Comments

___ Quarrelsome, belligerent.
___ Tends to withdraw or keep to self.
___ Appears ill at ease in the presence of others.
___ Pleasant and friendly when approached by others.
___ Pleasant, outgoing.

B. WORKER-RELATIONSHIP: The ability to get along, fraternize, integrate, converse with fellow students. Characteristics of interpersonal relationship between student and classmates.

(Check one) Comments

___ Has social problems with most, while not having close relationship with any.
___ Mixes well with own select few, has open conflict with some, keeps entirely to self.
___ Mixes well with own select few, does not bother others.
___ Mixes well with all but a few.
___ Mixes well with whole group.

C. SUPERVISOR/TEACHER RELATIONSHIP: The ability to fraternize, converse, integrate with teacher/supervisor on a respectful plane.

(Check one) Comments

___ Rejects supervisors completely; surly, unreasonable.
___ Shows frequent hostility in relationships.
___ Attitude variable, but somewhat positive.
___ Attempts to be pleasant and cooperative, but areas of improvement obvious.

Cont'd on page 6

III. TIMING

C. SUPERVISOR/TEACHER RELATIONSHIP:

____ Obeys directions pleasantly and to best of obvious ability.
____ Seeks feedback constantly; always asking for supervisor; always at someone's elbow.

D. COOPERATION - ATTITUDES: Obvious attitude in cooperative relationship. Ability to work with others, recognizes necessity of cooperation.

(Check one) Comments

____ Refuses to cooperate.
____ Performs reluctantly, only with pressure.
____ Usually approaches task willingly.
____ Readily attacks new problems.
____ Works eagerly.

E. COOPERATION - PERFORMANCE: Gives evidence of ability to cooperate; works smoothly with others; generally able to perform as a member of a team effort.

(Check one) Comments

____ Refuses to become involved in group projects.
____ Becomes involved only with pressure.
____ Cooperation varies with nature of the problem or task.
____ Minimal degree of cooperation; cooperates with select few.
____ Cooperates consistently and adequately.

F. GENERAL ACTIVITY LEVEL: Degree of excitability, motion, tenseness obvious most of the time. Ability to control actions within normal limits.

(Check one) Comments

____ Apathetic; slow; disinterested attitude.
____ Hyperactive, constantly moving, agitated; considerable fidgeting, unnecessary movement.
____ Prefers quiet, only active as situation demands.
____ Tempo of activity fairly constant.
____ Tempo varies with nature of task (e.g., how low frustration tolerance; becomes active under pressure, etc.)

G. CALMNESS WITH CHANGE: Lack of excitability at changing of tasks, ability to accept changes in situation without becoming upset, being able to take directions, repri-

Cont'd on page 7

III. TIMING

G. mands, suggestions without losing temper, or showing emotional outburst, or decrease in work production.

(Check one) Comments

____ Generally in an excited, tense mood.
____ Very easily excited.
____ Generally shows calm attitude to situations.
____ Calm in most situations.
____ Realistically calm in all situations.

H. ATTENTION: The ability to respond completely to the one giving directions, the ability to center all of one's attention toward the teacher or supervisor.

(Check one) Comments

____ Attention span so short as to be negligible.
____ Difficult to get attention.
____ Will pay attention if importance is stressed.
____ Usually pays close attention, some improvement possible.
____ Always pays close attention to work and directions.

GENERAL COMMENTS:

STAFFING NOTIFICATION

TO:

FROM:

RE: Staffing on _____
child's name

_____
date

_____
time

A Staffing will be held to determine the most appropriate program for the above student.

After an initial review of this student, it has been determined that your expertise and presence would be helpful.

If possible, please arrange your schedule accordingly.

Please advise is you are unable to attend as scheduled.

REQUEST FOR RELEASE OF INFORMATION TO

REGION 20 EDUCATION SERVICE CENTER

I, _____ do hereby
Name of parent

give permission for _____
Name of School District

to release any and all information concerning my child _____
Name of Student

_____, regarding Medical, Psychological, Social and Educational reports and evaluation as well as school individual educational plans to Region 20 Education Service Center for the purposes of

_____.
Specified Reason

I understand such information is to be used by Region 20 for professional reasons supporting the educational needs of my child for the above stated purposes.

_____ _____
Date Signature (Parent name)

_____ _____
Date Witness

EDUCATION SERVICE CENTER, REGION 20

1550 N. E. Loop 410
San Antonio, Texas 78209

AUTHORIZATION TO RELEASE NAME AND PHOTOGRAPH

Client Name_____

Date of Birth_____S.S. #_____

Authorization

I hereby authorize the Education Service Center, Region 20 to utilize the name and to photograph the above name indivicual for the purpose of demonstrating the services of the Education Service Center, Region 20, Deaf-Blind Community Based Independent Living and Work Project.

Further, I hereby release the Education Service Center, Region 20 from all legal responsibility and liability for any consequence which results from such utilization.

_____

Signature of Client Date

_____

Signature of parent or Guardian if under 18 years of age Date

_____

Witness Date

Student Social Security #
(If Available)

_____

EDUCATION SERVICE CENTER, REGION 20
DEAF-BLIND PROJECT
1550 N.E. LOOP 410
SAN ANTONIO, TEXAS 78209

TO BE COMPLETED BY PARENT/GUARDIAN/STUDENT

MEDICAL AUTHORIZATION FORM

In order to insure that your child receives rapid and appropriate emergency medical attention while in the Education Service Center, Region 20 Deaf/Blind Community Program, this form must be signed, notarized and returned for the Education Service Center, Region 20 Project records.

Statement

Student's Name: _____

Date of Birth: _____

I give my consent for the above mentioned child to receive emergency medical and surgical treatment as is deemed necessary by the attending physician for the well being of my child. In the event of an emergency situation, it is my understanding that every effort will be made by staff members of the Education Service Center, Region 20 Deaf-Blind Project staff to communicate with me before treatment is given.

_____
Signature of Parent or Guardian

(SEAL)

Subscribed and sworn before me the _____ day of _____, 19___

_____ Notary Public in and for _____ County,

Texas.

ACCEPTANCE - REJECTION OF SERVICES

I understand the purpose of Special Education Services for my child, do/do not desire (circle one) to take further action with regards to my child (ren) at this time.

DATE _____ SIGNATURE _____

Comprendo el objeto de los servicios para educacion especial al presente deseo/ no deseo (escoge uno) tomar ninguna accion con respeto a mi (s) nino (ninos).

FECHA _____ FIRMA _____

THE REGION 20 DEAF-BLIND COMMUNITY BASED WORK

AND INDEPENDENT LIVING PROGRAM'S

INDIVIDUAL EDUCATIONAL PLAN

A model VI-C Direct Service Program to Deaf-Blind adolescents emphasizing work placement and Independent Living Training done in cooperation with TRC-ERS Programs, separate competitive job sites, separate live-a-way experiences, in sheltered workshops and group homes, depending upon the need of the youth involved.

NAME: _____ LIFE OF PLAN: _____

DATE OF BIRTH: _____ DATE WRITTEN: _____

PLANNING STAFF: _____ DATES EVALUATED: _____

MEDICAL DATA

_____ PERTINENT DATE SUMMARY FORM

DIAGNOSIS AND APPRAISAL INSTRUMENTS

_____ Visual Functioning Evaluation

_____ Low Vision Exams

_____ Pre-Voc/Voc Evaluation

_____ Informal Assessment by Teacher

_____ Camelot Assessment

_____ Work Records

_____ Video Tape of _____

OTHERS: _____

_____

_____

METHODS OF DOCUMENTATION: _____

_____

_____

_____

_____

RATIONALE FOR PLAN: _____

LONG TERM GOAL(S): (Projected Level of Behavior in this/these area(s) of emphasis)

Child's name_____ Date of Birth:_____ Date of meeting:_____

Handicapping condition:_____

Present levels of educational performance:
Academic/pre-academic performance:

Physical abilities/disabilities:

Behavior:

Vocational/prevocational skills:

Instructional setting(s):

Regular education:_____ ___ hours per day/week (circle one)
Beginning date:
Ending date:

Justification:

Special education:_____ ___ hours per day/week
Beginning date:
Ending date:

Justification:

Related services:_____ ___ hours per day/week
Beginning date:
Ending date:

Justification:

Committee members present: (if dissenting from committee decision, please indicate why)

_____ _____
Administrator (date)

_____ _____
Representative of instruction (date)

_____ _____
Assessment personnel (date)

_____ _____
Parent(s) (date)

_____ _____
Designated educational liaison (date)

Annual goal:

Objective:

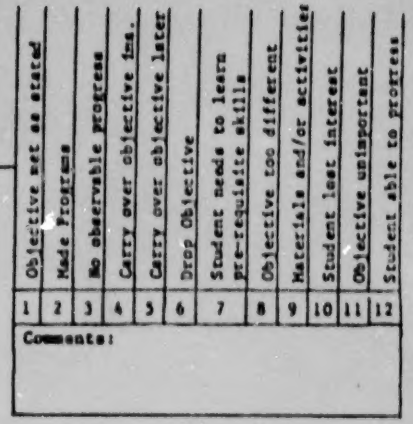
Person(s) responsible:
Evaluation criteria:
Special materials, resources, or methods:

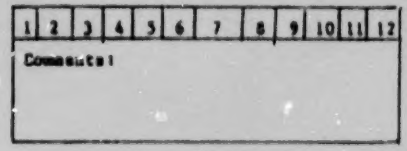
Objective:

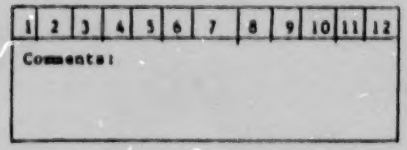
Person(s) responsible:
Evaluation criteria:
Special materials, resources, or methods:

Objective:

Person(s) responsible:
Evaluation criteria:
Special materials, resources, or methods:


1 Objective met as stated
2 Made Progress
3 No observable progress
4 Carry over objective ins.
5 Carry over objective later
6 Drop Objective
7 Student needs to learn pre-requisite skills
8 Objective too different
9 Materials and/or activities
10 Student lost interest
11 Objective unimportant
12 Student able to progress
Comments:





Annual goal:

Objective:

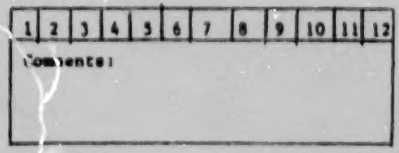
Person(s) responsible:
Evaluation criteria:
Special materials, resources, or methods:

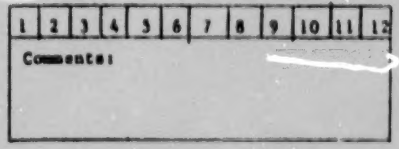
Objective:

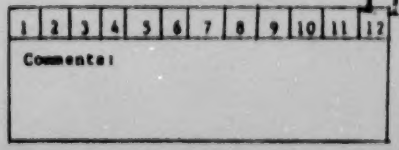
Person(s) responsible:
Evaluation criteria:
Special materials, resources, or methods:

Objective:

Person(s) responsible:
Evaluation criteria:
Special materials, resources, or methods:







1	2	3	4	5	6	7	8	9	10	11	12
Objective met as stated	Made Progress	No observable progress	Carry over objective 1mo.	Carry over objective later	Drop Objective	Student needs to learn pre-requisite skills	Objective too different	Materials and/or activities	Student lost interest	Objective unimportant	Student able to progress

Comments:

Annual goal:

Objective:

Person responsible:
Evaluation criteria:
Special materials, resources, or methods:

Comments:

Objective:

Person(s) responsible:
Evaluation criteria:
Special materials, resources, or methods:

Comments:

Objective:

Person responsible:
Evaluation criteria:
Special materials, resources, or methods:

Comments:

For students in residential placement, goals related to the residential component:

Annual goal:

Objective:

Person(s) responsible:
Evaluation criteria:
Special materials, resources, or methods:

Comments:

Objective:

Person responsible:
Evaluation criteria:
Special materials, resources, or methods:

Comments:

Objective:

Person(s) responsible:
Evaluation criteria
Special materials, resources, or methods:

Comments:

For visually handicapped or hearing impaired srudents

1. Summary of views of student or parents concerning goals, objectives, and services:

2. Family responsibilities:

3. Arrangement for special training, materials, or equipment necessary to compensate for vision or hearing loss:

4. Plans for services during non-school periods:

121

5. I have been provided with an explanation of other resources available and I have been informed of my rights and procedural safeguards during the educational process.

122

_____

Signature of student or parent

EDUCATION SERVICE CENTER, REGION 20
DEAF-BLIND PROJECT

STUDENT TRUST FUND

Student bank accounts are designed to take care of money belonging to students residing in the Education Service Center, Region 20 Deaf-Blind Community apartments. An account is established for each student, and money sent for a student by his or her parent, guardian, or sponsor (SSI) is deposited to the credit of this student and is spent in accordance with the desires of the depositor.

Money for a student should be sent to Dennis Dildy, Deaf-Blind Project Manager, with instructions concerning the amount of weekly allowance the student is to receive. Also, please indicate this same amount on the Permission Form.

To estimate the amount of money a student might require for a school year, multiply the desired allowance by 36 and add $25.00 (estimate) for personal items. Also if the child wears glasses and/or a hearing aid, monies will be needed for their repair. Such items as prescription for medications, hair cuts for boys should also be considered and allowances made for these additional expenditures.

EXAMPLE: If a student is to receive $5.00 per week allowance, and does not wear glasses or a hearing aid, he would require $180.00 as a minimum amount for the school year for leisure time recreation.

There may be additional personal expenses for most students, such as spending money for field trips, therefore, the above method of estimating amounts of money is considered the minimum and the parent may desire to place more money in a student's trust fund account. Additional sums of money may be sent during the school year. It is expected that most students, receiving SSI checks will also contribute toward their apartment rent and food.

It is requested that checks and money orders be made payable to the student and that they be mailed directly to the Deaf-Blind Project Manager, Dennis R. Dildy at 1550 N.E. Loop 410, San Antonio, Texas 78209 for deposit in the individual student's account.

AGREEMENT FOR COMMUNITY BASED WORK

AND/OR INDEPENDENT LIVING TRAINING

BETWEEN THE

EDUCATION SERVICE CENTER, REGION 20's DEAF-BLIND PROJECT

AND THE

STUDENT SPECIFIED BELOW

In order for the below named deaf-blind student to receive community work training and/or independent living training apartment placement, the Education Service Center, Region 20 agrees to:

1. Provide staff to serve as community work trainers for the below named student either in competitive job sites and/or serve as work trainer consultant to sheltered employment placement, depending upon the need of the student concerned.

2. Provide staff, apartment and basic overhead, as well as independent training programming for the below named student to live in a natural community setting to train as a more independent functioning person in the major areas of self-care and personal home management.

It is understood that each student shall have an individual bank account to manage, consisting of monies normally received from SSI benefits, employment compensation and family donations if any. It is further agreed that such monies shall be used for the student's personal clothing and recreational needs, as well as to cover excessive food, electricity, and rent costs, if any, beyond which Region 20 already has budgeted to cover basic household expenses, on an individual student pro-rated basis.

During the time a student does reside within the Region 20 independent apartment training complex, the family agrees to, where appropriate, allow the student to return home on occasional weekend visits, for normal national holiday vacation periods, and for a 2-week summer vacation, such time to be designated by Region 20 Deaf-Blind Project staff. The parents also agree to allow medical treatment deemed necessary by project staff.

The family further agrees to hold harmless the Education Service Center, Region 20 and its staff, as well as the apartment owners, and their employees, employees and the owners of work training sites, including sheltered workshops, from any liabilities including, but not necessarily limited to:

1. medical treatment, diagnosis or surgery required
2. injuries sustained by the resident including those caused by another resident
3. unauthorized leave of resident without written permission
4. student release from the program, should the student's placement appear inappropriate

It is further agreed that the student and/or the family will be responsible for compensation to the Service Center, apartment owners and/or employees at the work sites, for any damage caused by the student.

The family also agrees to assume responsibility for transportation arrangements

and will assume costs for same, whenever student makes a visit to the home for holidays or for any other reason.

Overall it is understood by the undersigned parties that Region 20 is in no manner acting in the capacity of guardian or managing conservator of the resident, but rather the placement of the student at community job sites and/or in independent living apartment is for the purpose of training each assigned student to function as independently as possible. The undernamed parties therefore recognize certain risks are to be accepted as being necessary to the basic nature of seeking such independence training, to be supervised under the guidance of the consultants for independent living and work training.

I agree to hold harmless the Education Service Center, Region 20 and its staff as well as the apartment owner and staff whereas I/my child resides from all liability with reference to the discharge of the student when discharges.

I certify that I have read and fully understand the above Agreement.

SIGNED on this the _____ day of _____, 19_____.

_____

_____
Signature(s) of Parents(s) or Guardian(s)

_____
Applicant

Education Service Center, Region 20

By_____
Referring Consultant

SUBSCRIBED TO AND SWORN (AFFIRMED) TO BEFORE ME on this the _____

day of _____, 19_____.

_____
Notary Public in and for

(SEAL)

_____

County_____

My Commission Expires:_____

Education Service
Center
Region 20
Deaf-Blind Project
1314 Hines Avenue
San Antonio, TX.
78208

Deaf-Blind Community Based
Work and Independent Living Project

A Financial Agreement
Regarding the
OJT Program

This agreement concerns the arrangements for on-the-job training arrangements between Education Service Center, Region 20 with the company named below, known as:

_____

_____

_____

hereinafter known as the Employer.

The parties hereto agree that the Employer shall allow ESC-20 trainees to perform regular employment services as educational training during the specified OJT training period. The employer further agrees to possibly hire the individual if the performance has been satisfactory, as defined by adherence to the job analysis, and quality and rate standards. In consideration for the services to be provided, the employer shall receive a full time work trainer hired by Region 20, who will directly supervise the students concerned.

Individuals eligible hereunder for the OJT program must be certified as eligible by Region 20.

The employee will receive a total fixed price in an amount not to exceed $2.00 an hour, such amount to be paid pursuant to the terms and conditions set forth, which are a part of this contract.

OJT Contract of Student With

Education Service Center, Region 20's
Deaf-Blind Work Project
1314 Hines
San Antonio, TX. 78208

With Employee Trainee:

_____

_____

_____

This agreement is entered into between Education Service Center, Region 20 hereinafter called ESC-20 and _____ hereinafter called the employer trainee.

The parties hereto agree that ESC-20 shall provide work training and perform all the on-the-job training services during the specified period to the student. ESC-20 further agrees to assist the student in seeking permanent employment.

The employee will receive a total fixed price in an amount not to exceed $2.00 an hour, such amount to be paid pursuant to the terms and conditions set forth, which are a part of this contract.

_____ _____

Amount to be Earned Per Hour Period of Work Training

The above is hereby agreed to by

_____ _____

Signature of Student Signature of Work Trainer

_____

Signature of Project Manager

OCCUPATION/DOT CODE CONVERSION	NUMBER OF EMPLOYEES	TOTAL OJT TRAINING DAYS		STARTING WAGE RATE	ENDING WAGE RATE	TOTAL CONTRACT VALUE	50% TOTAL VALUE

Name/Position of Employer Contact Person _____
Address _____
Phone _____

Name/Position of Subcontractor Contact Person _____
Address _____
Phone _____

Does employer have or has employer had a current or previous OJT contract?
____ Yes ____ No

If "Yes":

Contract Number(s)	Ending Date(s)	Contract Number(s)	Ending Date(s)

Total daily hours for all employees _____ Total Weekly Hours for all employees _____

Comments:

Are employees covered by Workmen's Compensation: ____ Yes ____ No

If "No", is comparable Insurance available: ____ Yes ____ No

If "Yes", please list the following:

Policy Number	Company Name	Agent

OJT TRAINING OUTLINE:

description of the training plan for the employees during OJT follows: (If separate raining plan developed, cite location.)

/hat are the attendance records requirements for the employees?

Describe the procedures for keeping and reporting time and attendance information, including the names of those responsible.

Hiring Restrictions (List the basic qualifications the employer requires to train or certify an individual on each job.)

Other items that are to be included in this agreement include the following:

EDUCATION SERVICE CENTER, REGION 20

1550 N.E. LOOP 410

SAN ANTONIO, TEXAS 78209

Dear Parents,

The enclosed sheet(s) is a copy of your child's Individual Educational Plan which was discussed with you at the last meeting.

This is for your to keep so you may be fully informed of the educational goals for your child. If you have any questions, please feel free to contact me at 828-3551.

Estimados Padres,

Esta forma es una copia de el Plan Educacional de su nino que discutimos en la ultima junta.

Es para que la quarde y para que este informado de las metas educacionales de su nino. Si tiene alguna pregunta, llame a 828-3551.

Dennis Dildy
Project Manager
Deaf-Blind Services

APPENDIX E

MEADOW/KENDALL SOCIAL-EMOTIONAL ASSESSMENT INVENTORY

FOR DEAF STUDENTS

Meadow/Kendall Social-Emotional Assessment Inventory for Deaf Students

Kendall Demonstration Elementary School
Gallaudet College

Date of Rating _____ Date of Birth _____
month day year

Student's Name _____ Sex ___ M ___ F
(First) (Last)

School _____

Rater's Name _____

Position _____

INSTRUCTIONS:
Read each statement carefully and decide if it describes behavior that you have observed in this particular student. In deciding how to assess the student, use as your reference all students of the same age, regardless of whether they have a hearing loss or not. (However, some statements are relevant ONLY for hearing impaired students. For these statements, use all deaf students known to you as your reference, NOT just those in your present class.) Circle the response that reflects your best judgement of this student.

Copyright 1980 Pre-College Programs, Gallaudet College

Example:
T t (f) F ? 23. Happy, cheerful, pleasant, easy-going

Key:
T = VERY TRUE. Statement gives a very good description of this student as she or he behaves most of the time.

t = true. Statement describes this student's behavior some of the time.

f = false. Statement is not a good description of this student's behavior.

F = VERY FALSE. This student would never (or almost never) be described in this way.

? = CANNOT RATE or DOES NOT APPLY

T t f F ? 1. Obeys the rules; follows instructions or requests from adults in authority

T t f F ? 2. Kind and considerate

T t f F ? 3. Relates well to peers and is accepted by them

T t f F ? 4. Distinguishes between fact and fiction, real and imaginary events and/or people (e.g., understands that "Superman" does not really exist)

T t f F ? 5. Aggressive. Behavior may include fighting, scratching, biting other students and/or kicking or hitting animals

T t f F ? 6. Demonstrates negative feelings about physical size and/or strength

T t f F ? 7. Takes pride in physical appearance/personal attractiveness: feels at least moderately pretty or handsome

T t f F ? 8. Engages in behavior considered by most teachers and students to be bizarre or strange (e.g., talking or signing to self, rocking, staring at lights for long periods, twirling)

T t f F ? 9. Has generally acceptable emotional responses. Rages (tantrums) or violent outbursts occur only after extreme provocation if at all

T t f F ? 10. Has many fears. Overly and unrealistically concerned with danger, storms, injury, death

T t f F ? 11. Accepts some delay of gratification. (Does not expect instant satisfaction of every need, whim or desire)

T t f F ? 12. Isolated. Has few or no friends. May be considered "withdrawn"

T t f F ? 13. Lacks competence with tools, utensils or equipment even though there is no apparent physical basis for lack of skill

T t f F ? 14. Teases or annoys or pesters other students

T t f F ? 15. Shows initiative in completion of assignments; motivated to finish work

T t f F ? 16. Tries to communicate with others (both deaf and hearing) by any means necessary: (signs), speech writing, pantomime

T t f F ? 17. Takes responsibility for fair share of tasks (e.g. helps to clean up after a project is finished)

T t f F ? 18. Insists on repetition of usual routines. Changes in schedules, habits, route arrangements elicit extreme (negative) responses

T t f F ? 19. Self-reliant. Not overly dependent on others for help

T t f F ? 20. Performs cooperatively in group of peers. Contributes to cohesion rather than to conflict

T t f F ? 21. Overly concerned with cleanliness. (May wash hands constantly or be unable to tolerate specks of dust or dirt)

T t f F ? 22. Shows great concern or preoccupation with minute details (e.g., may insist on perfection in writing or drawing)

T t f F ? 23. Happy, cheerful, pleasant, easy-going

T t f F ? 24. Gives up quickly. Expects to fail

T t f F ? 25. Complains of physical ailments that have no apparent medical basis (e.g., headaches, stomachaches, etc.)

T t f F ? 26. Identifies with (e.g., shows excited recognition of) a stranger or visitor who wears a hearing aid

T t f F ? 27. Engages in destructive behavior (e.g., breaking objects, defacing walls or furniture, scattering things in disarray)

T t f F ? 28. Relates well to adults (both men and women)

T t f F ? 29. Trustworthy, dependable, reliable

T t f F ? 30. Anxious. Nervous. Worries about many commonplace events

T t f F ? 31. Demonstrates negative attitudes toward sign language (refuses to sign, pretends not to understand others' signing)

T t f F ? 32. Misbehavior not deterred by restrictions or by threat of punishment

T t f F ? 33. Creative. Shows imagination in school work or in leisure/play activities

T t f F ? 34. Lethargic. Lacks energy. Always tired.

T t f F ? 35. Fails to accept criticism, especially if it is expressed as discipline or restriction

T t f F ? 36. Demonstrates negative feelings about own motor skills, dexterity, or visible handicaps

T t f F ? 37. Demands attention. Must be center of everything. (May insist on being first in line, or leader, or captain)

T t f F ? 38. Shows excited, positive responses to stranger who is using signs

T t f F ? 39. Has many accidents or mishaps resulting in breakage of objects or injuries requiring first aid

T t f F ? 40. Seems to understand the feelings of others; demonstrates empathy

T t f F ? 41. Tries to understand the communication of others by any means offered: listening, lipreading, signing, writing, gestures

T t f F ? 42. Curious. Eager to learn new things. Likes new experiences

T t f F ? 43. Responds poorly to losing in games or failing to achieve in class

T t f F ? 44. Daydreams. Tunes out events in immediate environment

T t f F ? 45. Accepts differences in other people; doesn't tease or exclude peers on basis of racial differences or physical handicaps

T t f F ? 46. Has habits, mannerisms or traits considered to be rude or socially unacceptable (e.g., picks nose, makes obscene/sexual references)

T t f F ? 47. Participates in classroom or group activities; volunteers answers, offers opinions in discussions

T t f F ? 48. Doesn't try to copy classmates' work nor take things belonging to others

T t f F ? 49. Other students look to this student as a leader

T t f F ? 50. Demonstrates a sense of humor or wit (e.g., can appreciate funny situations or jokes at own expense)

T t f F ? 51. Generous. Shares with others

T t f F ? 52. Demands attention and help constantly. Takes disproportionate share of teacher's time

T t f F ? 53. Participates well in organized play or games (takes role of leader or follower; plays to completion; follows rules)

T t f F ? 54. Is willing to interact with hearing people (i.e., does not refuse to interact with peers or adults who have normal hearing)

T t f F ? 55. Acts without thinking. Impulsive. Doesn't consider or doesn't care about consequences

T t f F ? 56. Demonstrates acceptance/pride in own social group membership (i.e., racial/ethnic/linguistic/religious identity)

T t f F ? 57. Avoids communicating through speech. Seems embarrassed to use voice

T t f F ? 58. Displays twitches, mannerisms, tics of face or body

T t f F ? 59. Denies own misbehavior (may also blame others for own misdeeds)

Meadow/Kendall Social-Emotional Assessment Inventory for Deaf Students. Copyright 1980 Pre-College Programs, Gallaudet College

Item number

	1	2	5	8	11	14	17	20	23	27	29	32	35	37	40	43	45	46	48	51	52	55	59	Total
1																								
2																								
3																								
4																								
7																								

X 1 = ____
X 2 = ____
X 3 = ____
X 4 = ____

Do not compute score if fewer than 18 items are complete.

Total 1 ____ Total 2 ____

Total 2 ____ ÷ Total 1 ____ = Score ____

SCALE 2 Self Image

N = 23

Item number

	3	4	7	12	15	16	19	24	26	28	33	34	38	41	42	44	47	49	50	53	54	56	57	Total
1																								
2																								
3																								
4																								
7																								

X 1 = ____
X 2 = ____
X 3 = ____
X 4 = ____

Do not compute score if fewer than 18 items are complete.

Total 1 ____ Total 2 ____

Total 2 ____ ÷ Total 1 ____ = Score ____

SCALE 3 Emotional Adjustment

N = 13

Item number

	6	9	10	13	18	21	22	25	30	31	36	39	58	Total
1														
2														
3														
4														
7														

X 1 = ____
X 2 = ____
X 3 = ____
X 4 = ____

Do not compute score if fewer than 10 items are complete.

Total 1 ____ Total 2 ____

Total 2 ____ ÷ Total 1 ____ = Score ____

OVERALL SCORE

Social Adjustment ____

Self Image ____

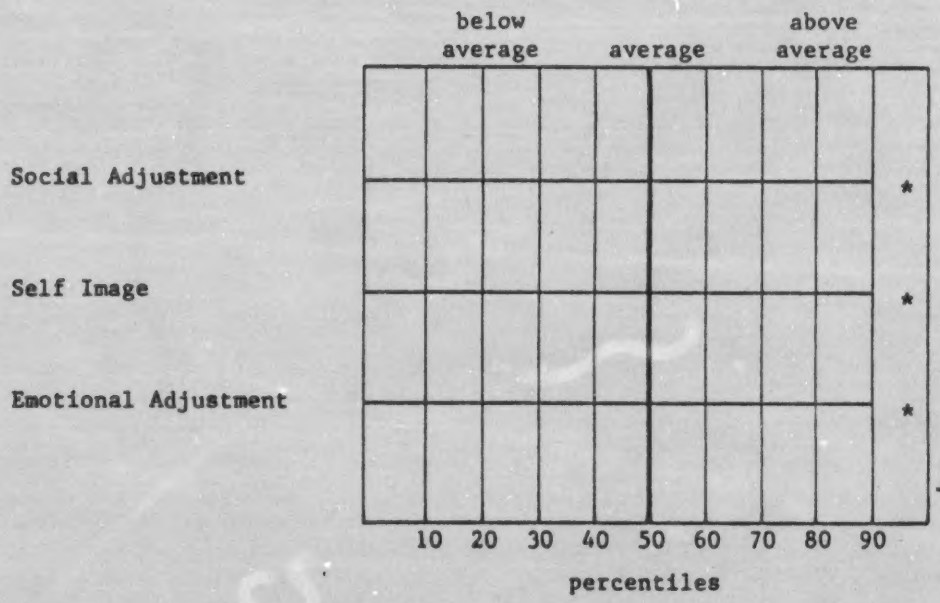
Emotional Adjustment ____

Be sure to use the scoring overlays included with the Inventory Manual. Responses of "True" and "False" have differing values for some items.

SOCIAL-EMOTIONAL ASSESSMENT

Student

Date Completed



*unable to determine

Kendall Demonstration Elementary School
Gallaudet College
Kendall Green
Washington, D.C. 20002

APPENDIX F

SELF ASSESSMENT INVENTORY FOR

STAFF INSERVICE NEEDS

KNOWLEDGE AND SKILLS
SELF-ASSESSMENT INVENTORY

NAME

TEAM

DATE

This inventory is designed to stimulate your thinking about and assist you in assessing your level of knowledge and skill development necessary for consulting with administrators, teachers, and other school personnel.

DEFINITIONS

Please refer to the following working definitions when responding to each activity.

CONSULTING is the process of working with clients in a manner which focuses on the relationships and events which occur when people are working on a task. The stance is primarily that of facilitating and assisting clients as they identify needs or issues and seek solutions.

KNOWLEDGE is the particular existing (present) range of one's information or acquaintance with facts.

SKILL is the ability to use one's knowledge effectively and readily in the execution or performance of some action.

INSTRUCTIONS

This instrument is designed to assist you in assessing your current level of knowledge and skill development in 10 areas.

Each skill is defined and includes a rating scale with values of 1 through 6. Each value is defined below:

A. Scale Values

1. None. No understanding of the concept whatsoever or totally unable to perform the action.

2. Very Low. Have enough understanding to participate quietly and usefully observe in situations.

3. Low. Have enough understanding and capability to follow the lead of others and support others.

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4. Moderate. Have enough understanding and capability to actively contribute in average pressure situations.

5. High. Have enough understanding and capability to function alone in an effort without support from others.

6. Very High. Have enough understanding and capability to lead/teach others in an effort.

B. After you have received clarity of the above definitions, please respond to each activity in all 10 skill areas by circling the scale number (value) that best describes your knowledge and skill level.

C. After you have responded to the specific activities of all 10 skill areas, compute the composite rating for each area. This can be accomplished by using an arithmetic average.

C. Transfer the average rating for each of the 10 skill areas to the individual profile sheet. Retain these forms for later use.

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Name _____
Date _____
Team _____

INDIVIDUAL SKILLS PROFILE

	Communication Skills	Entry/Intervention Skills	Diagnostic Skills	Group Facilitating Skills	Problem Solving	Power/Influence Skills	Design/Planning Skills	Resource Utilization Skills	Conflict Mgmt Utilization Skills	Evaluation Skills
Priority										
6										
5										
4										
3										
2										
1										
Priority										
6										
5										
4										
3										
2										
1										

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Independent Living Training

A Guide to Programming

Volume II

Education Service Center, Region 20
San Antonio, Texas

COMMUNITY BASED INDEPENDENT LIVING

A GUIDE TO PROGRAMMING FOR SEVERELY DISABLED ADOLESCENTS

Project Manager: Dennis Dildy
Project Staff: Dennis Dildy, Mike Carrillo, Joseph Ober-Hauser, Jo Mascorro, Gay Bellamy, Joe Cortez
Narrative Content: Jo Mascorro
Written & Edited by: Tippy Timmins

Dr. Dwain M. Estes, Executive Director

Education Service Center, Region 20
Deaf-Blind Community Based Services
1314 Hines
San Antonio, Texas 78208

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ACKNOWLEDGEMENTS

A project such as this one that involves the cooperation and support of a large number of agencies and individuals within the community merits a special section of acknowledgement and thanks. In no particular order, the Project Manager expresses his appreciation to:

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PART I: INTRODUCTION TO THE GUIDE TO PROGRAMMING

What follows is a Guide to Programming. Because the programming is nontraditional, what follows may also be viewed as a public school nontraditional approach to secondary programming for severely disabled students. The word "curriculum" usually conjures up visions of Piagetian levels and developmental charts in the minds of educators. These levels and developmental charts are quite useful and applicable in the educational process of deaf-blind children. However, the children grow into adolescence and young adulthood and away from the services of public schools. If life planning and life goals are considered part of the educational process for these children, some thought must be given as to how they might spend the rest of their lives.

Is independence a goal? Should severely disabled youth have some means of making a living? Where are they going to live? Who will support them? Could they support themselves, either partially or fully? How will they spend their leisure time? Are they prepared to be a part of the larger world away from the schools and families from which they presently receive support?

These are some of the questions Education Service Center, Region 20's Deaf-Blind Project began to address as their deaf-blind clients approached adolescence. Inspired by the work of Lou Brown at the University of Wisconsin and funded by federal, state, and local monies, Region 20 set out to provide what could possibly be their students' last experience with formal education: a curriculum for living as independently as possible.

The project set up apartments within the San Antonio community and then set about developing and refining an approach to independence. This Guide to Programming is a written report of what occured in the two years that the apartments have been in existence. There are no specific strategies presented here. Instead, different key areas, such as food preparation, are outlined, goals are presented, and situations are described. The authors have kept to a non-specific approach because no two people, disabled or not, will ever react in the same ways to the same happening.

A "guide" "directs a way" (Webster's New Collegiate Dictionary). This Guide to Programming presents ways in which real life situations have been successfully approached. It was not written and is not intended to be THE WAY. Every client and every community is different. This Guide is a result of the experiences of one community and one set of deaf-blind clients with their home managers in attempting to get out and live independently. The attitude of the home managers is evident throughout, and is useful when implementing the program; however, it is the students who truly showed their trainers the need to "try another way", and often another and another.

THE APARTMENTS AND ITS RESIDENTS

One of the authors of this Guide has made many visits to the apartments and has known some of the clients for as long as ten years. The following narrative is her description of the apartments and clients, and is intended to give the reader a feel for actual apartment life with deaf-blind adolescents.

It is a basic apartment: the perfect "starter home" for young couples and single people. The furnishings are not fancy, just comfortable. There's a TV and stereo and, oddly, a pinball machine in the corner. The television is on at a

Netta, though extremely well groomed and looks-conscious, was unable to independently wash her hair or bathe. She knew how to provide the extras: spiffy hair and eye make-up and classy clothes, although she was unable to do the basics that go along with them. She also cried whenever constructively criticized. She has learned how to do those basic things and, to encourage independence and toughen her up, she lived for a while in an apartment by herself. She always grocery shopped with Roberta, until one day, Roberta didn't need to go and Netta did. "No, no, I can't, I can't", was met with, "Nonsense, you're hungry aren't you?, Well, you better go get something to fix for supper." She did, and readily went out on her own after that.

Roberta is the most independent of the group. She came in while I was visiting and stated that her watchband was broken and she wanted some money to get a new one. She returned some time later with a Montgomery Ward bag, the receipt, the change, and a new watch band that fit perfectly. She regularly goes out to eat, and she and Netta have been observed chatting away in the middle of the mall, eating meals they chose and paid for themselves.

The clients all care for their own apartments and the apartments reflect their personalities and their abilities. In keeping with the rest of the world, some see a real need for cleanliness and tidiness, and some don't. Home trainers help monitor the degree of cleanliness to keep it healthful. The feeling in the apartment setting is one of family. There are squabbles and spats and someone or another may be out of sorts, with everyone steering clear. They've learned, by living together, who to avoid, and when. Roberta gets especially irritable and impossible three days before her period, and staff and clients alike can be heard asking, "Is Roberta's period coming up? Oh, better stay away." And Roberta herself does just that. She knows too, and can take care of herself independently.

Perhaps the most evident feeling of all is one of pride. These students have been given the opportunity to experience for themselves. They work and they travel independently on the bus. They tend their own spaces. They choose both separately and as a group what they want to do in their off time. They plan special events together. They dress up and go to weddings and parties. They are a part of the world and they participate to the best of their abilities. None are penalized for what they cannot do, and all have a sense of accomplishment in what they can.

The home managers, too, evidence that pride. They have been a part of the evolution of some "handicapped" kids coming to live independently as adults. They function, not as "Home Managers", but as friend, neighbor, mother, father, peer, role model, and supervisor. They started with no set curriculum or purpose, only ideas as to what is important to be able to do as functional adults. They worked with new ideas, experienced success and failure, and hung in, finding out what works.

What follows in this text is the result of the combined effort and home managers and students finding out just how to go about the process of living as independently as possible.

little above normal volume and a foot from it sits Jim, who is waving his arms and giggling at a building being razed on Walter Cronkite's Universe. Jim is 17, deaf, visually impaired, and has minimal sign skills. He likes television, and it's preferable to his stimming his way through the day, as he was doing when he came into the program a year ago. A year ago, he would eat only pureed food. Now, though he still doesn't eat a great variety of foods, he does eat his way through three solid meals a day. Also a year ago, when he wanted something he knew the 'sign' for, he would stand in the middle of the room and do the 'sign' in the air. The staff objected to his talking at random to the walls and insisted that he tap one of them on the shoulder before making his request. He does that now. His recreation/leisure time skills have markedly increased. Instead of stimming, he will ask to swim, or run, or go watch television. He even initiates some activities; he noticed that two sack lunches were always required in the morning to take to work, and when he started making his own, he also started preparing one for Netta.

Frank has been around in deaf-blind programs in the San Antonio area for a long time now. He's 23. At one time the general consensus among those who worked with him was that he was headed for the back wards of some state hospital. He is profoundly deaf and his vision is barely functional. His expressive language skills are less than minimal and receptively, he is able to follow simple commands such as "go get Jim" or "close the door". He has in the past exhibited such abusive behavior toward others that it was doubted that he would ever be employable.

However, after being with the program for a full two years, he has shown considerable improvement, so much so that the "inevitable" hasn't been necessary. He gets up when asked and independently bathes and shaves. His first activity is to check the window and he seems to be checking the weather because he almost always dresses appropriately. He slaps on deodorant and aftershave and fries his own eggs for breakfast. He goes with the other three clients to the bus stop and catches a city bus to a shopping mall where they are all picked up by a Goodwill van. At Goodwill, he completes three-piece pencil assembly and he carries his own load. His checks compare with those of Netta, who is far more independent and sociable.

Once, at supper, after being frustrated to the point of action because the salt wasn't on the table, he signed for "salt". That is his only expressive sign that he evidences consistently. And that's more than he did when he came into the program.

Ector is 22 and comes from a protective family. His mother has not only always done everything for him, but for all other family members, as a matter of choice. She admits to placing few if any expectations on any of her children in terms of household responsibilities. At the apartments, Ector was the first of the clients to begin initiating activities on his own. He sees when jobs need to be done, and he does them. As a matter of routine, when he gets up in the morning he puts away dishes from the night before. After supper, he is the first to begin clearing the table and he prods Frank into doing the rinsing. He also sacks and takes out the trash. He often neatly stacks the home manager's paperwork and brings it in a tidy pile to her.

Ector understands the difference between his family home environment and the apartment. When home, he allows his mother to do for him in ways that she always has. When he returns to the apartments he resumes his duties and responsibilities. He is one of the few clients that doesn't backslide after a vacation or visit home. Consistently, when his mother or father offer to drive him to work he signs "no, bus, myself." The pride he takes in managing for himself is evident to both his home managers and his family.

SOME IMPORTANT CONSIDERATIONS

WHAT IS INDEPENDENT LIVING

The Community Based Apartment Living and Work Training Model does not endeavor to turn out "normal" individuals. None of the project staff can ever quite agree on what constitutes "normal". Rather, it is the goal of the project to facilitate each client's being as independent as possible, to the best of his or her abilities. Certainly, a primary goal is to have all clients leave the project more independent than when they came to it. The image is one of relative independence and not absolute normality.

WHAT IS APPROPRIATE BEHAVIOR?

The home managers and project staff have, over the past two years, strayed from the concept of age-appropriate behavior. It is too difficult to determine. For example, one client came home from a visit with some other apartment residents. He was dancing and gyrating and picking his hands in front of his body and his whole demeanor was a little bizarre. When asked what he was doing he grinned and replied "jamming". The home managers drew a blank on this one until they noticed some apartment residents dancing around out in the grass. The stereo was turned loud and they were making the same movements as the client. They were jamming, and playing "air guitar"...air guitar being playing an imaginary guitar in time to the music. So, at first glance, the clients behavior seemed inappropriate. After checking into it however, he was simply copying some of the fun antics of his "adult" friends.

What has evolved in terms of appropriate behavior is the staff's thrust shifting from age-appropriate activities to focusing on behavior that is appropriate to a given situation: in other words, what works. The reactions of other people to the clients is one of the most useful tools. If splashing in the apartment pool doesn't disturb anyone, it is considered appropriate. One of the clients pops his underwear on his head to turn them right side out after washing. While strange, this behavior is no stranger than that of a regular visitor to the apartment: he wears a lot of button-down collar shirts and pull-over sweaters and he pulls the whole thing off over his head, instead of first sweater, then unbuttoning shirt, then shirt. Whatever works, and doesn't hurt anyone else, is ok.

SOME PRINCIPLES UPON WHICH THE PROGRAM OPERATES

High Expectations are Vital: The staff operates on the premise that the client must prove that they can't do something. Clients are given every opportunity to do and succeed. Independence is not fostered by holding a client's hand. Hand-holding behavior, it was found, only fosters the clients doing the task to show the trainer that they can; when the trainer is not present the task is not carried out independently.

Letting the clients out on their own promotes confidence. Clients visibly stand straighter and walk taller when returning from an independently carried out task. For example, about a year into the program one client approached the home manager with the signs "eat out, I want to eat out". The home manager thought she meant rounding everybody up and going to a restaurant, but the client corrected her with the signs "no, self". The home manager agreed, and heart in hand, sent the client on to eat out. The home manager followed her, skulking behind bushes and parked cars as the client proceeded to the mall to the Woolworth's lunch counter,

made her wants known, and ate. The home manager went home, and the client returned a short time later. The next day the client took along another less venturesome girl with her and they ate out together. Consistently, each independent venture seems to lead to another, even more independent venture.

Risks are Necessary: As demonstrated in the preceeding example, it is vital to allow the clients to take risks, and for it to seem as if they are doing it on their own. "Seem" is the key word here. To encourage independence in getting to work, the clients were shown the ropes as to riding the bus. Their bus abilities vary: four are able to walk to the mall and catch a city bus to another shopping mall a few miles away, where they are picked up by a Goodwill Industries van and taken to work from that point. One less able client is picked up in the parking lot of the apartment by Via Trans, San Antonio's door-to-door bus service for the handicapped. The last client is able to transfer her way across the city to her job at a fan factory, and then transfer her way home. At no time did the home trainers actually get on the busses with any of them. Instead, they played guardian angels, always present, but unseen. This entailed hiding behind shrubs and cars, tailing the busses in their cars, and much creative sneaking around. In this way, even though the clients thought that they were on their own, they always (at first) had a benevolent guardian within protective reach. The clients' response to this transportation risk taking was very positive - all now travel independently, to the best of each's abilities, to and from work.

The clients develop the desired behavior because they must. They know they have to go to work, and in order to do that they must cross the street and catch the bus. They take the risk, and they get to where they have to go. Risk taking works.

Don't Impose Personal Value Systems on the Client: The nuances of this statement are subtle, and evidence themselves as time goes on. Each of the staff members naturally has his or her own way of cleaning and caring for a home, and relating to others. Who is to say how clean is clean, and the "proper" method for storing food? If the clients do something in a way that works for them, such as popping underwear on the head to turn it right-side out, that's what works for the clients.

The two guidelines that the staff has developed are these:

- is the behavior socially acceptable and not offensive to others? (determined by observing reactions of other people)
- is the behavior healthful? (not life-threatening)

Offer Options to Encourage Decision-Making/Consider the Consequences: Rather than being one particular way, life and living is a series of choices. One of the most powerful and life-preserving tools clients can have is the ability to make decisions as to what they want and what is good for them. Clients are encouraged to explore many options, rather than settling into one particular routine. One client got in the habit of coming home from work and immediately getting under his stereo headphones. He was encouraged to swim, or lay in the sun, or visit another apartment, to try some different things. Then, after trying several different activities, he was left free with some options from which to choose.

Another example is in meal planning. Initially, the home trainers stressed using the different food groups to promote a balanced diet. The clients became very adept at choosing a balanced meal of meat, vegetable, salad, fruit, etc. At the same time the staff began observing their own eating habits, and those of their friends and neighbors. Some had "good" eating habits; some were terribly sloppy. The commonality was that they all survived, regardless of what and how they ate. Work slacked off on "food group" diets and stress was placed more on consequences. "Yeah, you can fry four pieces of white bread in butter in that skillet

and then throw in some crunchy peanut butter, but you're going to get so big you won't even fit in the seats of those movie theaters you like to visit so much." "You couldn't sleep last night? Maybe it was the four cups of coffee you drank while you watched TV?" As clients experience the consequences of a behavior and sees they are undesirable, they are more apt to be motivated to change the behavior. If they have an array of options, they are better able to choose another behavior alternative.

Allow Room for Failure: Clients never really fail, they just learn another way of not doing something. That, in itself, is valuable. The hardest task for the home managers is knowing when to intervene and when to let the clients work it out for themselves. The home managers have found that, in most cases, the time to take off and leave the client alone is the point at which that person has reached maximum frustration.

Arita, a former client, had considerable cerebral palsy involvement on her right side. She came seeking help one day around noon because she was terribly hungry and had nothing to eat, so she claimed. When the home manager checked it out, she found that Arita's accustomed frozen goods were depleted, but she had an ample supply of canned stews and soups and beanie weenies. Arita ignored those and kept insisting there was nothing to eat. The problem, one that hadn't occured to the home trainer, was that Arita didn't know how to use a simple manual can opener. She showed Airta how to use it and Arita kept saying "no, no" and showed that her right hands wasn't functional enough to do the requisite twisting of the can opener handle. The home manager put on an "I'm sorry" face and signed, "Well, you're hungry and you've got food so you better figure out how to open those cans" and she then left. Arita went into much explosive and expressive swearing that denoted her displeasure. The home manager watched surreptitiously through the window and observed Arita's problem-solving abilities. After much trial and error, Arita contorted her good left hand around the can opener to the handle, held can and opener braced against her chest, and in a slow process, got the can open. When the home manager made her appearance, Arita was standing at the stove humming and smiling and busily stirring her stew. When she noticed the home manager, she exhibited a demeanor of both pride and "go on now, who needs you?"

Home managers have found that the greater the frustration that comes with a problem, the greater the feelings of pride, success, and independence on the part of the client, when the problem is solved. This is a hard lesson to learn, not only for the student, but the trainer as well.

A corollary to this is the home managers allowing themselves to try new things and possibly fail. Often one will want to try something with a client, even though the other home managers "know" it won't work. But, it just might. No one, neither clients nor staff, will know for sure until they try it.

Curriculum Emerges Through the Natural Environment in Natural Settings and Experiences: If curriculum for the project can be defined as "guidelines for living in the world," these guidelines can be seen evolving from actual world experiences. One home trainer described trips to the mall: "Before, at the beginning, when we went to the mall I was reminded of a bunch of ducks. There was taller Mama Duck and Daddy Duck out in front and all of the little baby ducks trailing hesitantly behind. Occasionally either Mama Duck or Daddy Duck would have to herd one of the babies back in line. Talk about conspicuous. So Mama and Daddy Duck turned in their webbed feet and beaks and started just 'hanging out' at the mall, doing what we normally did: looking in windows and going in and out of stores and visiting with friends we ran into. The baby ducks began

to do the same...they took up doing what they were interested in. Now, we just hang out in the mall. And the interesting thing about this is that from just hanging out in the mall a lot of splinter behaviors have evidenced. The clients want to look good. They want to go about independently and look at and buy things for themselves. And because we stepped back, they have the freedom to do that. And they are doing just that." The splinter skills that have emerged from "hanging out at the mall" are innumerable. For one thing, seeing the drugstore usually jogs the memory of one of the girls that she need to get a prescription refilled. If she has forgotten the prescription, she usually remembers it for the next trip. Another client will remember that her nightlight is burned out and that she wants to get a new bulb. The staff is usually ignorant of little thi[illegible] l[illegible] these that are important to an individual client and the mall provide[illegible] to develop more opportunities and more independence. Several clients are ab[illegible]know by the configuration of hands on a watch what time to meet back togethe[illegible]hen are able to go their own way.

Even the less independent clients benefit from the mall. Frank, who is interested in plastic car models, now knows where the toy store is, and where the models are within the store. When he goes off by himself, even though he doesn't know when to come back, the staff knows where to find him when it's time to go. Jim learned at the local ice cream parlor that if he wants ice cream, he has to pick one. In the beginning, he just got excited and scanned repeatedly back and forth, back and forth. Netta learned not to be making the big eyes at boys she didn't know, and that strangers are related to differently than the cousins and relatives she always seemed to be running into. Frank who smells everything, learned not to smell most things, like tennis shoes in the shoe department, and that it was ok to smell fruits and vegetables when doing the marketing.

As clients exhibit more independent and appropriate behaviors in the malls, plans are being made for bus training so that they can go out and conquer other malls in San Antonio.

The days of Mama and Daddy Duck and all the babies are long gone and the clients are much more independent because of it.

VOCATIONAL COMPONENT

One of the tenets of the apartment program is that clients will be out working during the day, in either a sheltered workshop, competitive job training, or competitive employment. The home managers meet frequently with the work trainers to compare notes on the clients and to determine how each client is getting along in each environment.

While some aspects of the vocational training program are addressed in this program's companion Administrative Manual, this Guide to Programming addresses only the independent apartment living aspect of the program.

THE CLIENTS

The six clients currently living in the apartments are all visually and hearing impaired to different degrees. None are totally blind. Two use speech as their primary means of communication. One has almost no expressive language, and another has even less. One is quite fluent in sign. Some are able to go out to eat independently. All ride various bus systems, and one is able to transfer her way across the city to work. Each is able to contribute in some measure to

housekeeping chores. Some see when something needs to be done; some do not. Four live in the two unsupervised apartments and are able to plan and prepare their own meals. Two live in an apartment with the home manager. All have and express definite likes and dislikes as to food, activities, and choice of dress. They range in age from 16 to 22.

THE APARTMENTS

The apartments are located near a large shopping mall. There are a variety of stores within walking distance, and the medical center is not far. Several restaurants are within easy reach. The apartments are intended to engender a home-like atmosphere, and they do, so much so that several parents have reported that, after a day at home their child has come in and announced "my apartment, now."

A minimum of capital outlay was required to furnish the apartments. Community donations were solicited and received. Following the survival items such as furniture and kitchen equipment, the gravy items such as a stereo, TV, and even a pinball machine came along in time. Now, after two years, the apartments aren't just simulated homes, they are home.

THE STAFF

Staff members must be extremely flexible. They, too, function with the truism "you never really fail. You just learn another way to do it". This tenet remains constant in the staff's mind. Each home manager states that perhaps the most difficult part of the job is in learning to shift between their different roles, and which role to shift into at which time. These roles include and are not limited to: mother, roommate, neighbor, friend, and supervisor. Each client's needs for each role is different. Some need a prod while another may need to be left alone while another may just need a hug.

Each of the three home managers serves two days on and two days off. After much trial and error with staffing patterns this one proved most workable in terms of both continuity for the clients and prevention of overload for the staff. One home manager lives permanently in one of the aprtments (rent-free) with clients and is available for back-up and emergency help.

Though the backgrounds of the home managers meet project criteria, they are varied: deaf education, social work, and career Air Force. Home managers agree that the program works not so much because of the formal skills and training that they bring, but rather because of their abilities to respond and adapt to what is happending at any given time in the apartment.

Project staff also serve the important role of contact liaison agent between clients and the community. Intervention is kept to a minimum and clients are encouraged to fend for themselves, once they acquire the requisite skills. Sometimes, fending for themselves is the only way to acquire those skills. Staff liaison work usually involves information passing about the clients, when questions come up.

Specifics in terms of job descriptions and staff rules and regulations are contained in the Administrative Guide.

DAILY SCHEDULE

Other than clients' leaving for work at a specified time, there is very little consistency in daily and weekly scheduling. Things happen on an as-needed or as-wanted basis. Independence is encouraged. Two of the girls do their own laundry when they need to. One of the boys is able to determine when he needs laundry done, and will sort out his clothes and then wait for help. Another boy must be cued and walked through the laundry process. All clients are functioning more independently with laundry than when they first came in the program.

Meals happen when clients are hungry and grocery shopping occurs when it needs to. Initially, staff and clients planned and shopped together. Now, after two years, the clients either pair up or go alone for groceries. Some need to be accompanied by a staff member and some do not.

ADMISSION CRITERIA*

1. Eligibility: The student must be determined eligible for Special Education as deaf-blind by their LEA ARD committee and 14-21 years of age.

2. Language: Expressive: The student will be able to express the basic human needs of hunger, thirst, elimination and avoidance of pain using speech, total communication, body gestures, or finger spelling to adults in such a manner that his need is correctly identified 80% of the time as judged by his teacher(s).

   Receptive: The student is able to comprehend a three-step instruction delivered in an appropriate communication system as evidenced performing the essential motoric responses indicated by that instruction as judged by his teachers.

3. Span of Attending: The student can do an appropriate work task unassisted for 30 minutes without supervision, after training as judged by his teacher(s).

4. Physical Stamina: The student is able to work a six hour work day without showing gross loss in stamina or precipitating a health problem as judged by his teacher(s).

5. Initiative: The student can initiate an appropriate work task once learned with only one reminder as judged by his teacher(s).

6. Mobility: The student can maneuver independently within a several-room work environment without endangering himself or others as judged by his teacher(s).

7. Adaptive Behavior: The student demonstrates adaptive behavior by scoring at the 30th percentile or above on the Camelot Behavior Checklist.

8. Toilet Habits: The student can independently handle his elimination needs without creating a health problem for himself or others as judged by his teacher(s).

*Student should meet eight of the fifteen entrance criteria to include criteria items 1, 13, 14, and 15.

**"Having prerequisite skills" is used as the definition of the word appropriate.

9. Personal Hygiene and Self-care Habits: The student bathes and grooms himself as evidenced by being able to do at least 4 of the Camelot Behavioral Checklist "bathing" and 2 of the "grooming" items.

10. Directional Concepts: The student will know the concepts on-off, up-down, open-closed, left-right, front-back as evidenced by his correct response to a simple command using the concept given in an appropriate communication system.

11. Dressing: The student will be able to dress and undress as evidenced by being able to do at least 5 of the Camelot Behavioral Checklist dressing and undressing items.

12. Eating: The student will be able to self-feed as evidenced by being able to do at least 10 of the Camelot Behavioral Checklist Self-Help (Eating Behavior) items.

13. Transportation: The student must be able to be transported on-time every day to his community based work environment by any means as reported by his teacher(s).

14. Role Cooperation: The student is willing to cooperate as evidenced by his remaining at his work station and attempting to perform his assigned tasks the majority of the day during his first few days as judged by his teacher(s).

15. Adaptability to Change: The student can leave his present placement to receive training without decreasing his functioning for more than a few days as judged by his teacher(s).

ADMISSION PROCEDURES

Prior to entrance in the Region 20 project, the following procedures are carried out before an ARD Committee meeting is scheduled to consider a prospective client in the Region 20 Deaf-Blind Apartment and Work Training Program.

1. The Project Manager at the Education Service Center, Region 20 receives a referral and completes the Pre-evaluation/Admission Information form (Appendix C)

2. The Project Manager follows up on the referral and notifies appropriate agencies (Texas Education Agency, the local education agency (LEA), the Commission for the Blind, Texas Rehabilitation Commission, etc.) that the client has been referred.

   Formal referral must be made by the local education agency accompanied by parent and/or student consent, when the student is 18 years of age or older.

3. The Project Manager writes to the LEA stating admission procedures and encloses the forms that must be completed before comprehensive assessment is scheduled. Completion of these forms is mandated by Texas Education Agency's policies and procedures. (see Appendix D for forms)

   a. Admission Application
   b. A general physical examination (performed within the past 100 days)

and health record
c. TB test no older than one year
d. An eye examination by an optometrist or opthalmologist (performed within the past 120 days) which certifies that the child has either no vision or serious visual deficit after correction.
e. An audiological examination (performed within the past 240 days)
f. Results of any assessments that may have been performed as prescribed by State Board of Education Policy 3572.3, and any other data which may bear significantly upon the admission process and the formulation of an Individual Educational Plan (IEP).
g. Comprehensive Evaluation Permission Form
h. Medical history
i. Immunization record
j. Birth certificate
k. Medical Authorization form
l. Copy of SSI benefits received and medical card (current)

4. Upon receipt of completed forms, a comprehensive assessment of the prospective client is scheduled to take place at the deaf-blind apartment complex for 1-30 days. The following areas are addressed:
   a. Language/Communication Skills
   b. Daily Living Skills
   c. Visual Functioning
   d. Auditory Functioning
   e. Intellectual/Adaptive Behavior
   f. Orientation and Mobility
   g. Physical/Medical
   h. Emotional/Behavioral
   i. Sociological

   Assessment tools include: the Camelot, the Meadow-Kendall Checklist, Minimum Entrance Criteria, Domestic Skills Checklist and staff narrative reports, stressing strengths and areas needing improvement on a functional basis.

5. When the assessment is complete, deaf-blind project personnel meet to discuss the results.

6. Assessment results are shared with the parents, and placement alternatives are discussed.

7. A summary of the results of the comprehensive assessment is sent to the local education agency, along with recommendations for placement needs. When appropriate, an Admission, Review, and Dismissal meeting is requested.

8. An ARD meeting is scheduled with Region 20 staff, parents and LEA representatives at the local school district after the referral for admission from Region 20 is received.

9. If deemed appropriate, placement is made.

EVALUATION AND ASSESSMENT

The time period for evaluation and assessments of new clients is up to 90 days.

Primarily observational in nature, two formal assessment tools are used: the Camelot Behavioral Checklist and the Meadow-Kendall Social Emotional Behavior Inventory (See App. E, Vol. I). A detailed daily log is also kept, and the compilation of these three tools produces evaluation data.

RECORD KEEPING

Record keeping is ongoing. The Camelot Behavioral Checklist is administered monthly and the Meadow-Kendall is completed quarterly. Perhaps the most important aspect of record keeping is the daily log. This is the primary communicative tool for the staff other than personal contact, and in it is recorded all the little steps in progress and little backslides that occur for each client. Emerging behavior is noted. Much of the curriculum evolves from the Daily Log.

DISCIPLINE

Discipline is a highly individualized and creative process. There is no corporal punishment. The form that each disciplinary action takes is tailored both to the client and the "crime". One of the clients spent most of her early years in an institution for the retarded. She grew up never having a room or possessions of her own. The most effective punishment that has evolved for her is to take away the key for her apartment for a period of time. Now that she has lived in her own apartment for some time, she has become very territorial about it and enjoys both taking care of it and the privacy it affords her. Not having access to it is uncomfortable for her, and makes her think twice before doing some undesirable act.

Another client who functions at a lower level responds very well to brief time-outs. When he came into the program, he became upset if the food was too hot, if the food was too cold, if the food was not exactly what he wanted to eat. The staff found that removing him from the dining area to the living area, where he could still see what was going on and could understand what he was missing was an effective way to curb his behavior. As soon as he sat peacefully, the staff would sign "finished" and if he repeated it he could return to the table.

The staff takes care that each client understands that the form of discipline is a consequence of their behaving in an undesirable manner. What is "undesirable manner" is determined by what is appropriate in a given situation. For example, switching seats once in a movie in order to see better is fine; switching seats every five minutes is not. Jogging is appropriate to the track or the sidewalk, and not in a crowded mall. "Telling" on a client who ran out in front of a car is ok, and tattling for the sake of tattling is not.

THIS PROGRAM IS NOT APPROPRIATE FOR ALL CLIENTS: SOME THOUGHTS ON THE FAILURES

The Region 20 project does not purport itself to be the only way in which to facilitate independent work and living skills in deaf-blind clients. It works for some, for others, it does not. If the client meets the entrance criteria, the next step is a trial placement in the program to determine the appropriateness of placement. Part of the success of the program lies in the staff's abilities to adapt programming as much as possible to meet the needs and abilities of each client. For some clients, even this program has not worked.

Several factors have been determined as crucial for the client and staff to work together. These are as follows:

The client must want to be there. Because of the low communication level of most served in this program, it is important for the staff to have an idea of the client's behavior in his or her home environment, as a basis of comparison to behavior in the apartment.

Dan has lived in a nursing home for most of his adolescent and young adult life. He knows the routines of the place, and is comfortable with the same things happening at the same times each day. He is the only deaf person there and likes the extra attention he gets from the staff and the other residents. Though he didn't have the language to say so, he clearly evidenced that he did not adjust well to being in the apartments. He took to washing his hands with scalding water and preparing himself hot baths. He also began to demonstrate both self-abusive and acting out behaviors, and exhibited sudden outbursts during routine activities. For example, after opening a can of beans for supper, he once charged the home manager with the lid of the can. After several days of continued disruptions, he had to be returned to the nursing home, where he promptly and comfortably settled back into his old, complacent ways. The work training staff continued to work with him in his work environment at Goodwill North.

Clients cannot be allowed to consistently endanger or threaten their own safety, or that of others. Often, threats to self or others may be the clients way of stating that they have difficulties in adjusting to the apartment setting. Dan is an example of this.

Another client, Frank, was also aggressive toward others for no apparent reason. After an extreme episode, he was referred to the state hospital for their help with intervention techniques. After his training in the hospital (behavior modification), he returned to the apartment setting and the staff were able to use their own techniques combined with those of the state hospital to positively intervene when Frank (far less frequently) demonstrated agressive behaviors.

For some clients, such as Frank, intervention techniques had to be developed. In Dan's case, his acting out was an indication of his fear and currently inability to adapt to living in the apartments. Each client is different. Some are not able to make such a major transition in living accommodations, unless the staff are able to invest high energy and consistent programming to foster a smooth transition.

The client must be willing to abide by the rules of the program. The problems that have arisen around this principle have been concerned primarily with independent travel. Earl comes from a very loosely structured home environment in which no one really cared where he was at a particular time. He led a street existence in which he answered primarily to himself. He communicated on a higher level than most other clients, and his potential in the program was thought to be great. However, once he mastered the bus system, he was gone, often for 24 hours at a time, whereby neither his parental home or the apartment staff knew where he was. Expectations were low at the parental home and his parents were not involved in his personal welfare. The threat of being sent home was no threat, since he had a greater degree of unrestricted freedom than could be allowed at the apartments. Likewise, Earl would often not show up for work. The staff observed that, though Earl appeared to prefer independent apartment living, he was consistently unwilling to act in a responsible manner. Earl was finally dropped from the program for two primary reasons: unauthorized travel and failure of the family to allow Earl's SSI financial support to follow him to the apartment setting. The staff continues to work with him in the work environment, however, the lack of parental involvement makes even the work training

efforts difficult, due to a high rate of absenteeism on the part of this particular student.

Parental support is vital. The program is greatly enhanced by the parent's consistent support such as when the clients go home for weekends and holidays. However, other aspects of their support are also needed. Due to funding requirements, the clients support their own apartments with their SSI checks. A few parents have refused to turn these checks over to the program. One of the conditions the parents must agree to prior to a client's admission into the program is release of these SSI checks for home training apartment financial support.

The parents must want their child in the program. There is sometimes subtle evidence that parents only half-heartedly want their youth in independent living training. Josie is from a closely-knit family that insists that she will always have a place within the family itself. They have worked out a system in which she will always be cared for. She is well catered to and cared for within her home environment. Though she has had a couple of trail weekend placements at the apartments, she has shown through changes in her behavior (soiling her pants, something she never does at home) that she also has difficulty adapting to change. In this case, because the family really wants her at home, the apartments were deemed a non-option to her. She still receives work training and is sheltered workshop employed.

How long of a trial is necessary? All clients have experienced weekends away, at camp or on trips, as part of their educational programs. They all understand the concept of going away for a short period of time, and then returning home. On a trial placement, usually by the third day, the clients will have had time and opportunity to demonstrate their feelings about being away from home. Some, like Dan and Josie, begin packing their suitcases almost immediately to demonstrate their desire to return home. Dan and Josie also began to exhibit behaviors that were not previously evident in their former home environments. All clients have the opportunity to let their emotions out for a period of time, and if they still do not seem to be adjusting, their trial placement may need to be concluded.

Whether the students succeed in the apartment setting or not, the Region 20 work training staff continues to work with such students in employment training situations. If appropriate work training can be facilitated, the students usually remain in their home environment and go out of the home to the work site. No client is written off if he or she does not fit into the apartment setting.

The staff functions on the premise that, while not appropriate for all clients, the apartment training is one extremely valuable way in which independence can be fostered. Overall, it appears that both competitive job training and independent apartment living training foster higher achievement in both work, due to home training, and home training, due to higher expectations at competitive work sites.

PART II: INTRODUCTION TO FUNCTIONAL LIVING DOMAINS AND AREAS OF CONCERN

This section to the Guide to Programming addresses the three domains: Domestic Living, Sex Education and Family Planning, and Leisure-Recreation Development. Contained within each domain are basic areas of concern, and goals and objectives for each. Following the presentation of goals and objectives for each domain is a narrative that is designed to illustrate how the home managers have addressed a particular client's process for attaining one objective within the goal area.

The narratives may be specific to one client, or may address the group of clients as a whole. This format has been used because teaching strategies will vary according to the clients level of functioning and particular needs. The important things to consider when implementing this Guide are the Principles Upon Which the Program Operates:

- high expectations are vital
- consider behavior that is appropriate to the situation
- risks are necessary
- don't impose personal value systems on the client
- offer options to encourage decision-making/consider the consequences
- allow room for failure/know when to intervene
- curriculum emerges through the natural environment in natural settings and experiences

The narratives provide a format in which to illustrate how these principles are incorporated to facilitate a client's reaching a particular goal or objective. Programming is highly individualized. The ultimate goal is to create an atmosphere in which the clients have room to try, to fail, to try again and to eventually develop those survival skills that are vital to their becoming independently functioning adults, to the best of their abilities.

The Domestic Living Skills Observation Checklist has been developed by project staff over the past two years. It is not a finished document, and is still in its own evolutionary process. It should not be used as a hard and fast, tried and true instrument. At present, the staff is satisfied only with the status rating system. While operational, the checklist itself is constantly in the process of being modified and refined.

For the purpose of this Guide to Programming, functional independence has been defined by project staff as "the ability to survive in the environment to the best of each particular client's abilities". The increase of functional independence skills is an ever-present goal within the program.

DOMESTIC LIVING

Food Preparation	Self Care/Personal Hygiene	Home Management
- meal planning	- toileting	- operation of home appliances
- grocery shopping	- grooming and bathing	- housekeeping
- kitchen appliance usage	- dressing	- laundry
- meal preparation	- eating	- home security
- meal clean-up	- general health care	- maintenance/repairs
- food storage	- maintenance of prostheses	

Personal-Social Adjustment	Functional Living Skills
- expression of feelings	- communication
- self awareness	- counting
- self esteem	- security and safety
- group interaction with others, with leader	- time
- group interaction with others, without leader	- writing
	- reading
	- money handling

Goals, Objectives, and Narrative: Domestic Living, Food Preparation

Goal: Meal Planning - the client plans meals and snacks

Objective: the client is able to select the foods necessary to prepare breakfast, lunch and dinner.

Objective: the client is able to incorporate left-over food into meal planning

(See Goal 1, Domestic Living Skills Observation Checklist (DLSOC))

Goal: Grocery Shopping - the client purchases the food necessary to prepare meals

Objective: After working with home manager to prepare a shopping list, the client purchases all food on that list at a local grocery store or supermarket.

(See Goal 2, DLSOC)

Goal: Kitchen Utensil and Appliance Usage - the client effectively and safely uses kitchen utensils and appliances.

Objective: the client is able to safely use different kinds of kitchen utensils and appliances for the preparation, cutting, mixing, stirring, opening, and cooking of meals and snacks. Appliances minimally include: can opener, knives, egg beater, pots, pans, bowls, stove,

refrigerator, sink, toaster, garbage disposal, and ice cube trays.

(See Goal 3, DSLOC)

Goal: Meal Clean-Up: the client washes and dries the dining table, kitchen counters, dishes, glasses, silverware, and kitchen equipment, and stores those items belonging on shelves and in drawers.

Objective: the client is able to use detergent, select water temperature, use sponges and towels to wash, dry and store kitchen equipment, appliances, dishes, glassware, and silverware after use.

(See Goal 5, DSLOC)

Goal: Food Storage: the client appropriately stores leftovers in appropriate wrappings, containers, and places.

Objective: the client wraps leftovers appropriately, or places in protective containers, and returns them to storage shelves of refrigerator.

(See Goal 6 DSLOS)

Narrative

There are many components to food preparation other than deciding what to eat, fixing it, and cleaning up. Clients have had to learn not only how to turn on the stove, but also that if something is cooking in a pot, it must be stirred and tended. In the beginning, a client would often wrest the food from the can, put it in the pot, and walk away. The consequence was often a severely burned supper.

From the onset of the program, the clients were given a choice in what they ate, and after choosing, were given instruction in how to cook it. Because reading skills are minimal at best, most instruction is done through demonstration. After watching a couple of times, clients were left to their own devices and the consequences of them. If a meal was undesirably cooked or inedible, the home manager would then intervene with another way to approach the tasks. Microwave cooking units are currently being experimented with, to increase the student's cooking skills.

Meals on weekends are often group affairs wherein all clients participate in one form or another. Weekend meals are a classic case of "oh, you're hungry? Well, what are you going to do about it?" One weekend Roberta and Ector wanted burgers on the grill. The problem was that there was not enough hamburger meat and fixings for everyone. The staff and clients sat down and prepared a simple grocery list, using words or pictures, and determined that they needed a package of meat the same size as what they had, buns, tomatoes, and lettuce. Ector and Roberta walked to the store and while they were gone the other clients determined what implements were needed, and what else needed to be done. They got a fire started on the grill and sat back to wait for Roberta and Ector, who came strolling in tall and proud with food for the "family", receipts, and change. They cooked, and ate, and doused the fire and put away leftover food.

In this manner, the simple act of preparing a meal for all on the weekends incorporated all aspects of the food preparation goals. Every one participated as well as s/he could, and as each gained skills, each could participate in different ways. Often, even though Jim couldn't handle money or a grocery list, he took the independent walk down to the grocery with Roberta or Ector and helped carry the goods home. Partial participation is preferable to none at all.

This meal story is an example of "oh, you want something? Well, how are you going to go about getting it? How can you all work to get what you want?"

Domestic Living in Self-Care/Personal Hygiene

Goal: Toileting - The student will be functionally independent in toileting.

Objective: The students, insofar as they are physically capable, function independent in bathroom toileting, including sanitary handling of elimination needs, closing of bathroom door, appropriate raising and lowering of toilet seat, proper sitting on seat, wiping self after elimination, flushes toilet, washes and dries hands, dresses and undresses in toilet and proper use of urinal. (See Goal 7, DSLOC)

Goal: Grooming and Cleaning - The student will be functionally independent in cleaning and grooming.

Objective: The student is able to (where physically able):

- Control drooling
- Adjust water temperature for hands and face washing
- Wash hands and face
- Dry hands and face after washing
- Use underarm deodorant
- Brush teeth and rinse mouth
- Clean and care for nails
- Wipes and blows nose
- Combs, sets and/or styles hair
- Has hair cut or styled
- Showers face or body hair
- Applies makeup and/or facial blemish treatment when needed
- Wears jewelry when appropriate
- Cares for eyeglasses and hearing aids
- Female student cares for herself during menstruation

(See Goal 8, DSLOC)

Goal: Dressing - The student will be functionally independent in dressing and undressing.

Objective: The student is able to put on and remove articles of clothing, be it fastened by snaps, zippers, buttons, or hook and eyes.

Objective: The student is able to choose appropriate clothing for weather conditions. (See Goal 9, DSLOC)

Goal: Eating - The student will be functionally independent in drinking and eating.

Objective: The student will, to the extent physically capable, be able drink from a cup, glass, water fountain, or through a straw, as well as eat with a spoon, fork, and use a napkin and knife properly, eating in a socially acceptable manner. (See Goal 10, DSLOC)

Goal: General Health Care - The student will be functionally independent in the areas of self general health care.

Objective: The student is able to administer prescribed medication in accordance with instructions

Objective: The student is able to properly care for protheses and adaptive equipment in accordance with instructed procedures for such care.

Objective: The student is able to seek assistance when in need of medical care. (See Goal 11, DSLOC)

Acquisition of self-care/personal hygiene goals is very individualized. All clients are at different levels of self-care, and of caring about their appearance. Following are some illustrative stories about several clients and their involvement in self-care.

Frank had been with the project about four months when the staff had to rearrange the sleeping set-up in order to accomodate a new client. Until they had to share a bathroom with Frank, they didn't even know that the problem existed. When Frank urinated, he not only didn't raise the seat, he did a more than adequate job of watering the surrounding area. The staff tried simulating the act, taking him in there and raising the seat and nodding "yes, yes", then lowering the seat and vehemently signing "no, no" over and over again. This made no impression on Frank. However, one staff member happened to catch him going to the bathroom and raced in right in the middle and signed "wrong" and grabbed the lid and flipped it up and signed "right" and then showed him the wet toilet and surrounding area and signed "yuk, dirty, you made the mess, you clean it up NOW." They got out the scouring pads and detergent and wash bucket and cleaned the toilet. From then on, Frank lifted the lid.

The staff has found through living with them that simulation activities have little or no carry over with lower level clients, and that if an action is addressed while it is taking place, the client responds and doesn't repeat the undesired action.

Jim has been perhaps over-cared for most of his life. His vision needs strong correction and the glass lenses he wore rode heavily on his nose. However, all of those working with him said that he couldn't take care of plastic lenses and had to have the glass. The staff wondered if Jim had ever had the opportunity to be responsible for his glasses. Perhaps, with training, the responsibility could be his. The staff took a chance and got him plastic lenses, let him pick out a case for them, and let him pick a safe place to keep the glasses and case when he wasn't wearing them. He learned to put his glasses in the case and away when not in use. It worked.

Netta, the most meticulous in terms of "pretty" skills, walked around with a dirty neck most of the time. Somewhere along the line, because Netta sported all the niceties, it was assumed that she knew how to clean herself. Actually, she did a good job with surface cleaning. The staff got in and supervised her showers until she could take over for herself. This worked fine until Netta decided that she preferred tub baths. Her neck and back cleaning skills didn't transfer at all, and the staff again had to intervene. The environment is important, and when it changes, even from shower to tub, it should not be assumed that the acquired skills change with it.

Self-help and personal hygiene in the apartments is addressed on an as-needed basis according to each client's level. Again, the main criteria are "is the behavior healthful" and "would or does it offend anyone?"

Domestic Living in Home Management
(Adult Functioning)

Goal: Operation of Home Appliances - The student will be functionally independent in activating, maintaining, and using common household appliances.

Objective: The student effectively and safely operated all basic household appliances including but not limited to: vacuum cleaner, heater, fan, air conditioning unit, toilets, sinks, washer, dryer, television, radio, and record player in a manner consistent with the student's physical capabilities. (See Goal 12, DSLOC)

Goal: Housekeeping - The student will be functionally able to independently maintain household cleanliness.

Objective: The student sweeps the floor, makes beds, dusts tables and furniture, cleans surfaces (eg. mirrors), and washes floors effectively and safely in a manner that contributes to a healthful living environment. (See Goal 13, DSLOC)

Goal: Laundry - The student will be functionally able to independently wash, dry, and maintain his own clothes.

Objective: The student effectively and carefully maintains the cleanliness of his personal and household wardrobe by washing, drying, folding, and hanging up his clothes as required. (See Goal 14, DSLOC)

Goal: Maintenance and Repair - The student will be functionally independent performing common household repairs.

Objective: The student repairs common household maintenance items such as replacing light bulbs, exchanging belts and bags on vacuums, performing fix-up painting, conducting initial procedures for unclogging drains, and ridding the home of trash and garbage.

Objective: The student is able to achieve appropriate assistance for items he cannot repair himself. (See Goal 15, DSLOC)

Goal: Community Access - The student will be functionally independent in accessing the economic, civic, and recreational activities within his immediate community.

Objective: Given age appropriate functional exposure and experience within his/her community, the student manages money, uses public facilities for education and recreation, as well as for health and safety. (Goal 16, DLSOC)

Laundry activities are an example of eliminating the extraneous and getting down to basic survival skills. Initially, the staff emphasized separating whites from colored clothes, until they started examining how they did their own laundry. The emphasis for staff was more on how to get it down to the least machines in order to conserve on quarters. They switched to using a detergent whose cap could be used for measuring. The thrust became more toward what works, with minimum fuss. As for most people, laundry is just one of those realities of life that must be done and dealt with. It was addressed in just such a manner for the clients. They know it has to be done for them to have clean clothes, and they get it done.

The staff tries to keep regimentation out of housekeeping and address it as needed. As do most people, each client has his or her own routines and methods for dealing with them. Frank uses a lot of tissue and his room and any area surrounding him is usually littered with little used tissue balls. Frank devised his own routine for taking care of them, and he regularly throws them away at the end of the day and when he does his laundry.

Given the opportunity, most of the clients are the same way. Whenever clients spill water in the kitchen, they know to get a mop and clean it up. The point is not "oh, sloppy you, you were clumsy and made a mess," but rather "uh oh, floor's wet, better clean it up."

In home management the staff must be extremely careful not to impose their own values on the client. How clean is clean? How dirty is TOO dirty? Again healthful and not offensive are the keys. Jim learned to tri-fold his socks and for a while one staff member worked hard with him to get him to roll them into balls, until she finally wondered "why, what's wrong with tri-fold?" She quit imposing her values on Jim and he was able to be more independent in his laundering by tri-folding his socks and putting them away himself.

Domestic Living in Fucntional Living Skills: Goals, Objectives, and Narrative

Goal: Communication Skills - the client will increase skills in both receptive and expressive language.

Objective: Given appropriate input (oral, sign, or gesture), the client will demonstrate appropriate behaviors within a variety of work and social situations. Such behaviors will include following directions, responding to questions and ceasing prohibited or undesirable behaviors, etc.

Objective: Given the opportunity or need, the client will express basic needs and will interact socially.

Goal: Counting and Measurement - the client will acquire the counting skills that are minimally necessary for independent living.

Objective: the client will be able to determine the correct number of items or operations needed to complete different tasks, such as the number of cups required to cook a meal, or the number of flatware items needed to set the table for a specified number of diners.

Objective: the client will be able to use basic household items for measuring tools to allow them to complete the task. For example, use of cups and spoons for measuring, and the kitchen clock to time food that is being prepared.

Goal: Knowledge of Time - the client will be able to use time to order the day's events, associate specific events with their times, and will be able to distinquish between past, present, and future events.

Objective: the client associates events with specific times and days. For example, work occurs at a specified time except on Saturdays and Sundays.

Objective: the client will demonstrate knowledge of what events have occurred, are occurring, and will occur.

Goal: Writing Skills: the client will develop functional writing skills.

Objective: the clients will be able to write or copy their name, age, date of birth, address, phone number, and social security number.

Objective: the client will be able to construct a basic shopping list composed of either writing or pictures or requisite items.

Goal: Reading - the client will develop functional reading skills.

Objective: the client will respond appropriately to common warning/danger signs.

Objective: the client will read and respond appropriately to common information directional signs such as men's room, women's room, stop, yield, red light, green light, walk, don't walk, bus numbers, etc.

Goal: Money Handling - the client will develop functional money handling skills.

Objective: the client will be able to identify coins.

Objective: the client will be able to make change.

Objective: the client will be able to identify basic budget items.

Objective: the client will keep receipts and return them to the home manager.

Objective: the client will be able to cash a paycheck

Goal: Security and Safety

General Apartment Safety - the clients will be able to conduct their life within the apartment in a safe and secure manner.

Objective: the client will be able to:
- keep drapes drawn, especially during evening or when dressing
- keep windows locked
- never allow anyone to use or borrow keys
- look through window or peephole to insure caller is known before answering door
- demonstrate knowledge of kitchen skills in a safe manner
- check burners, faucets, lights, etc., before leaving residence
- lock door, both when inside and when leaving residence
- light over properly prior to cooking

Objective: the client demonstrates appropriate behaviors and dress by:
- wearing a robe when not fully dressed
- never leaving building or residence when not fully dressed
- using a quiet voice when talking, does not yell
- not running up to staff members, volunteers, etc.
- wearing clothing appropriate to different occasions and locations

Objective: the client has appropriate interactions with friends and staff, as evidenced by:
- never allowing anyone to use or borrow keys
- demonstrating right to refuse if an unrealistic request is made by anyone
- not discussing private matters such as menstrual cycles and medication with strangers
- demonstrating the right to refuse physical contact on the part of another person

Objective: the client demonstrates appropriate interactions with general public/strangers:
- before answering the door, looks first through the window or peephole to determine if caller is known

- keeping conversation impersonal when strangers approach and initiate interaction
- never allowing anyone to inappropriately touch intimate parts of the body
- takes responsibility for self-protection
- does not give address or phone number to strangers
- does not get into a strange car with anyone
- reports obnoxious remarks and physical advances
- screams for help when strangers become physically aggressive and no one is around
- refuses drugs or any other medication offered from persons other than those known.

Objective: the client demonstrates appropriate interactions with co-workers and supervisors such as:
- follows directions and takes orders from supervisors
- notifies supervisor or vocational coordinator if a problem arises
- politely excuses self if a stranger lingers too long or asks personal questions
- never leaves work with a stranger or someone known only casually
- reports immediately all incidents of social or emotional concern to appropriate staff person

Objective: the client assumes responsibility for behaviors, which include:
- being responsible for any damages to the apartment, furniture, equipment, etc.
- paying for such damages

Functional living skills are addressed in just that manner: what is functional for each client? None of the clients are able to say "well, it's exactly 7:05 in the morning". All know, however, that when the clock's hand configuration shows the little hand on the 7 and the big hand on the 5, it's time to walk out the door and walk down to the bus stop.

Communication skills are especially important for hearing and visually impaired clients. They live in the community and must somehow learn to make their needs known. Much "teaching" is done through their actually experiencing having to make a need known. When Roberta started wanting to go out to eat by herself, she did. Though tailed by a staff member, in Roberta's mind, she was alone. Of all the restaurants in the area, Roberta alone choose one in which she could make her wants known. Although Roberta has more than adequate expressive and receptive signing skills, in this situation, they were useless. The lunch counter woman did not sign. The staff noticed that at the Woolworth's counter, where all cooking was done in plain view, Roberta could point to what she wanted and get it. Roberta devised her own solution to a potential communication problem.

The staff has found, primarily through their experiences "hanging out in the mall", that whenever clients really want something, they will find a way to get it. Eating out is a good teaching device. Everyone's eating tastes are different, and clients usually have specific desires as to what they want to eat. In the beginning the staff pre-planned eating out, using pictures of different foods and presenting them to each client and allowing them to make a choice.

Then, at the restaurant, the clients point to what they want. As always, it is the responsibility of the client to make his or her needs known.

Communication is geared to the situation. In the case of Roberta, who rides a city bus to work and transfers several times each way, because she deals with many different bus drivers and lines of people waiting to board the bus, they helped Roberta make a piece of paper that says, "Transfer, please, to _____." This facilitated her riding the bus independently.

Money handling has evolved pragmatically. The staff spent countless hours doing routines of "this is a quarter, now how many nickels are in a quarter," etc. It didn't work. Most clients don't have a true value system when it comes to money: it makes little sense that the same piece of paper with a "one" on it buys far less than one with a "ten" on it. However, all clients do know that when they are out of money they can't get whatever it is that they want. When their paychecks come in they are cashed by the client (after training) and most of it is handed over to the home manager. The client keeps smaller bills and change. Through experience, every client knows if they spend all of the money at one time, it's gone. When clients have a specific need, they come to the apartment manager with it, the amount needed is estimated and is turned over to the clients. The clients have been taught to bring home receipts (to make sure they are being treated fairly) and change. The clients know that if they are going out to eat to a fast food place they will need 4 or 3 dollars, and they ask for that amount. And every client knows that to get a coke they need, not 40¢, but a quarter, a nickle, and a dime. In areas where money affects them directly, such as cokes and eating out, the clients have developed much stronger skills than when in the abstract.

Through experience, the clients have categorized their money needs: clothes and shoes are in the 20 dollar range, eating out is in the 5 dollar category, one dollar will cover coffee at the mall. The priority of the staff has been development of this approximating ability. Each client's level of development is different.

Arita, a former client, was extremely interested in all that went on in the apartment complex. She lived with another client in a first floor apartment and she left the curtains wide open day and night. Staff reiterated, "At night, when you two girls are alone, close the curtains, it's not safe to leave the curtains open, it's easy to see through the house into the bedrooms". One of Arita's favorite activities was to ensconce herself on the couch in the evenings and wave merrily to everyone that walked by. This went on until Arita became friendly with the two (able-bodied) girls next door and noticed that when she was visiting them at night, the girls always closed their curtains. The staff then had a little leverage. "Look Arita, Elizabeth closes her curtains at night. She knows it's not safe to leave them open". And Arita, because she liked and respected Elizabeth, began to close her curtains too. In this case, because of peer acceptance, Arita finally had a good reason that made sense to her to close her curtains.

The project employs a deaf-blind adult to work with their clients on different skills. A minor point, but an important one for blind clients is to tuck billfolds in back packets sideways. The fit is tighter, and if anyone tries to lift it, the client can feel it being tugged out. As the deaf-blind adult was working on this, the home manager jumped in to show him that what he was doing was wrong. It was much easier for Frank to slip his wallet in his pocket the easy way. When the adult explained his reasoning behind the tight fit, the sighted, able-bodied home manager stood sheepishly corrected.

Domestic Living in Personal-Social Adjustment: Goals, Objectives, and Narrative

1. Goal: Expression of Feelings - the client will learn options for expressing personal, social, and emotional needs.

   Objective: Given a situation that calls for expression of needs and feelings, the client will demonstrate an appropriate outlet for expression (happy, sad, angry, afraid, etc.).

2. Goal: Self Esteem - the client will demonstrate a positive degree of self esteem through independent functioning to the highest degree possible.

   Objective: the client exhibits behaviors which facilitate a positive relationship with self and others such as functioning independently, sharing, helping others, accepting criticism, demonstrating self-initiative, etc.

3. Goal: Group Interaction With Others, With Leadership - the client is able to function in a small group with a leader

   Objective: the client, within a group environment such as the pool, movies, the mall, etc., demonstrates an ability to participate, follow directions, and interact cooperatively.

4. Goal: Group Interaction With Others, Without Leadership - the client is able to function within a community group without intervention.

   Objective: the client is able to participate in a group and be responsible for his or her actions. Settings include the pool, sports events, handicapped consumer meetings, etc.

The area of personal-social adjustment and growth is perhaps the most subjective of all goal areas. It is an area in which it is important to know the clients extremely well in order to be any kind of judge of growth. Advances are often subtle and come at unexpected times. In this area it is vital to keep in mind the principles upon which this program operates. Risk taking and room for failure engender growth.

For example, the first time Ector went to the store alone he ended up making a couple of trips to get it right. It went like this: Ector found that he needed shampoo and no one was making a trip at that time. The home manager asked him if he wanted to go along and he agreed. She then asked him if he would mind picking up two gallons of milk while he was there. He agreed to that, too. He seemed pleased to be responsible not only for himself, but for apartment needs also. His task was to bring home two gallons of milk, and shampoo for himself, and when he strolled home 30 minutes later, he was carrying one gallon of milk and a bottle of creme rinse. The home manager kindly pointed out that he had made two errors, one understandable in that the creme rinse and shampoo put out by the same

company are in similar bottles, and the other error just one of simple oversight. She asked if he wanted to try again and he agreed, and then they problem-solved as to how to tell creme rinse from shampoo. Ector elected to take his empty shampoo bottle with him. Off he went. He came home flying and grinning because he had gotten it right and he knew it. His self esteem increased considerably. He had been allowed the room to make a mistake, room to express his own frustration at his error, and then had participated in coming up with a solution to rectify the error. And he succeeded.

Group interaction with others was another touchy area. Where do you draw the line between someone who needs training in being with others, and someone who chooses to be alone out of preference? All clients are different in this area. Once Jim had been trained in some options to self-stimulation, like running and swimming and sunning, he generally chose to do one of those. When he came into the program all he knew to do was self-stimulation. After training, he began to exercise other options.

Roberta, who has been in the program since it started and who is not a very social person, often chooses to be alone. The opportunities for socializing are there and she is aware of them and yet she seems to prefer solo trips to the mall, out to eat, etc. She occasionally invites Netta to go with her to eat and it is therefore obvious to the staff that Roberta is capable of being social when she wants company.

Given the opportunity, all of the clients at times choose to be alone. This is an important aspect of the project. All humans, at one time or another, to a greater or lesser degree, choose to be alone. The clients have that right also, as too they have the right to community group activities.

Preparation for a Christmas supper and dance is an example of a community group activity through which all clients evidenced increased self-esteem. Everyone went out to buy new clothes, real clothes: no plaid pants or pink barrettes. All of the guys got new ties and the girls had their hair and nails done. By the time everyone was dressed and ready to go it was obvious to the staff that all of the clients seemed about three inches taller. There was a rush on mirrors and it was hard to drag them away. At the dance, their behavior and table manners were very appropriate. The clients responded to the situation: it might be said that they rose to the occasion, and found themselves worthy, indeed.

SEX EDUCATION AND FAMILY PLANNING

The area of sex education and family planning is in an ongoing process of development. The staff has found no commercial program on the market that is very useful to their clients. Because of the clients' low language level in terms of abstract concepts, and because of their lack of experience, sex questions are handled on an as-needed basis. The staff has agreed to view questions in terms of three issues:

- what is functional in our own situation?
- we must have a need before a solution is presented
- why create solutions before there is a problem?

What follows are issues that have arisen and methods the staff has used to deal with them. As with the rest of this Guide to Programming, they are specific to the situation at our apartment program. However, many of the issues could conceivably arise with any program that serves a mixed clientele in a home-type setting.

- Everyone has a right to privacy, and some things are best done in private. One of the clients spent a lot of time masturbating in the common bathroom. The staff worked with him, explaining "yes, what you are doing is ok, however, it is best done in you own room. Doing it in the bathroom ties up the bathroom and inconveniences the rest of the clients."

- There are certain ways to behave in a mixed household: these ways include closing the bathroom door, not walking into the living room nude, etc.

- There must be mutual consent between two people for any kind of sexual activity to go on. Two examples illustrate this. One client was given to coming into the staff bedroom at night and soliciting a sexual response from her. She declined. She made it clear that she did not choose to participate with his desires. In another case, two of the boys were found in bed together. The higher functioning one admitted to coercing the lower functioning boy into bed. The staff explained and stressed the responsibility in not taking advantage of others. The higher functioning boy understood the nature of his error. He was treated as and reasoned with as an adult. Though he initially acted ashamed, the shame subsided as his understanding increased.

- There are many kinds of intimacy. The staff worked long and hard to explain over time that shoulder-hugging between friends is different from newly-weds kissing on the front porch. The goal is to help the clients discriminate between what is intimate and what is merely a friendly expression of affection. Some friendly expressions are appropriate, such as greeting fellow clients parents, friends or relatives. It is, however, inappropriate to wave flirtatiously out car windows to strangers. The key here is to help the clients learn to distinguish when it is appropriate to hug and be physically friendly, and when it is not. It was very obvious that when one of the clients began making big eyes at passing carloads of men that a little intervention was necessary. Because it came right on the tail end of the behavior, it made sense to the client and she stopped the behavior.

- The concept of pregnancy. This was addressed when one of the home managers' pregnant sister made frequent visits to the apartment. The higher functioning clients, especially the girls, were immensely curious about what was going on. The clients made a trip to the hospital to visit the baby and mother. The

situation provided a good learning experience in terms of the concepts of mother, father, grandparents, aunts, uncles, children, hospitals, etc. A problem arose when one of the clients who had gained considerable weight went home claiming she was pregnant. Because she had a fair amount of language skills, she was able to eventually understand that her bulk was the consequence of her eating. Again, actual situations provided the most effective teaching tool. Flashing eight by ten glossies of pregnant women and babies would have had far less impact than actually knowing a pregnant woman, watching her get larger, and finally going to visit the hospital. Now, the mother and baby often visit the apartment.

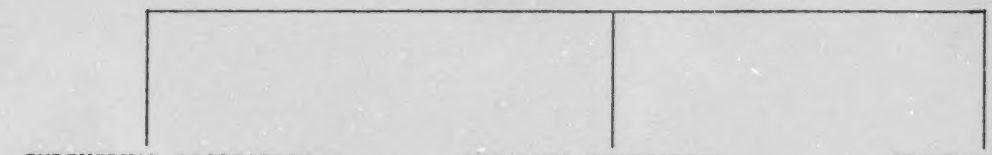
- Contraceptives. All of the girls are on birth control pills, though whether or not they are sure of their purpose is unclear. Netta refers to them as her "medicine". Because risk taking and independence are basic program premises, consultation with client's own doctors determined birth control pills to be the most viable preventive measure. The girls could be personally responsible for filling their own prescriptions. The time-regimentation also provided a good training tool in terms of menstrual period preparedness.

As stated earlier, the area of sex education is a difficult one. It is impossible to help a client become a sexually responsible adult unless one has the language to comprehend such a concept. The emphasis instead is on socially appropriate behavior and on handling situations when the need arises. As with teaching young children about sex, the clients seem to internalize a concept when it has relevance to them.

The staff does work with all clients on their right not to allow anyone to touch their bodies. They work on saying "no". In this case, some role-playing and stimulation is done because it is the only way to preventively approach the potential problem.

Up to this point, no major sexually related problems have arisen that have not been able to be dealt with mutually by staff and clients. Creativity and flexibility are important here, and an awareness on the part of the staff of their own value systems. Our sex education emphasis stress these major areas: social responsibility, preventive health, and human sexuality in general.

LEISURE-RECREATIONAL DEVELOPMENT



INDIVIDUAL RECREATION	PARALLEL RECREATION	GROUP RECREATION
- Independent Leisure	- Parallel Group Activities	- Interactive Group Activities
- Hobbies	- Movies/Theaters	- Visitations
- Non-domicile Recreation	- Community Leisure	- Hospitality

Leisure-Recreational Development in Individual Recreation

I. Goal: Independent Leisure - The student will engage in solitary activities for the purpose of self entertainment.

Objective: The student demonstrates a capacity to independently play electronic games, table games, tv watching, and demonstrates an interest in reading materials.

II. Goal: Hobbies - The student will engage in regular leisure time activities (hobbies - such as model car building, rug hooking, needlepoint, etc.) which allow one to pursue a favorite pasttime entertainment on a regular basis.

III. Goal: Non-Domicile Recreation - The student will engage in outdoor recreational and/or relaxation activities on an individual basis in a manner that allows one to function as optimally as possible.

Objective: The student will utilize time in outdoor activities such as: walking, jogging, sunning, and swimming.

The main goal of individual recreation is first of all for the client to develop one area of interest, and when that area is established, to provide him or her the means to both expand that area and to develop other recreational options. Once on area of interest was established, each of the clients tended to zero in on that to the exclusion of all others. Ector played his stereo for hours and days on end, Roberta turned out enough hook rugs to carpet San Antonio, and Jim became rooted in front of the television. The staff now works on the option concept with each client. Once all have several options under their belt, they are free to choose. This works. Ector now swims or runs or goes shopping or listens to his stereo; Roberta now goes to the mall or organizes a barbecue or hooks a rug; Jim now jogs or suns or swims or watches TV.

Leisure-Recreational Development as Related to Group Recreation

I. Goal: Interactive Group Activities - The student will engage in group leisure time activities in a manner that allows one to function as optimally as possible while interacting with others.

1. Objective: The student participates in group, team, and/or 1:1 recreational activities such as swimming, jogging, volleyball, kickball, basketball.

II. Goal: Visitations - The student will engage in reciprocal visitations with relatives, neighbors, or others as a leisure time activity in a manner that allows one to function as optimally as possible.

2. Objective: The student has reciprocal visits with relatives and/or friends and others weekly.

III. Goal: Hospitality - The student will interact within a formal or informal setting, as a guest and/or host, allowing the student to function as optimally as possible.

3. Objective: The student appropriately participates as a host or guest in a formal or informal setting.

The staff has found that any activities involving group recreation should involve as little waiting as possible. Efforts at group kickball, softball, and volleyball games left most everyone behind. Bowling was found to be a good group activity, as are group jogs at the track, and exercises. "Keep them physically involved and moving" became the credo for this goal area.

In terms of hospitality, the clients often have each other for lunch or dinner. Sometimes, family members are invited to the apartments to spend time. Netta's little brother wanted to come see her. This want turned into a tremendous ego-building experience for Netta. She found that she needed chicken to fry for dinner and asked one of the home managers to watch her brother for her. She made the trip alone and came back and prepared supper. He helped her with the dishes, they did laundry and went swimming together. And the whole time her face was split with a tremendous proud grin. She was taking care of, feeding, and entertaining her own brother.

Leisure-Recreational Development as Related to Parallel Recreation

I. Goal: Parallel Group Activities - The student will engage in parallel activities within a group, for the purpose of self-entertainment

Objective: The student participates in parallel activities within a group without disrupting others.

II. Goal. Movie/Theater Attendance - The student will engage in movie theater attendance leisure time activities in a manner that allows one to function as optimally as possible.

Objective: The student engages in occasional movie going activities demonstrating such activities as being preferred by the student.

III. Goal: Spectator Sports - The student will engage in spectator sport leisure time activities in a manner that allows one to function as optimally as possible.

Objective: The student participates as a spectator at sporting events.

IV. Goal: Community Leisure - The student will make use of local community environments in a manner that allows one to function as optimally as possible.

Objective: The student makes use of functional community environments for the sole purpose of recreation, leisure and/or entertainment such as: walking through malls, flea markets, shopping centers, and video arcades.

The staff defines parallel recreation as activities that the clients engage in as a group, though not necessarily together. These include movies, spectator sports, swimming, watching television, etc. At the movies they tend to split up and sit on their own as a group or in pairs. At one home manager's softball tournaments, they sit and cheer for her. In the pool, their activities seem to be appropriate to where they are. At their own apartment pool there is a multitude of small children and often the clients take on small child behaviors. When they go to the home manager's own apartment pool, where only adults swim, the clients' demeanor changes and they calm down and spend more time swimming and visiting and sunning than they do yelling and splashing. In short, they responded to the situation. Again, they rose to the occasion.

Clients can be seen engaging in parallel recreation in the apartment setting too: Jim may be sitting in the living room going through catalogues while Ector works a puzzle and Frank plays with a model car. Given the opportunity and armed with options, the clients have shown themselves very capable of initiating and engaging in parallel play and recreation.

AFTERWORD

This Guide to Programming is still in the process of development. Something new arises every day. There is not and cannot be a definitive, closing chapter. Like everyone else in the world, the clients are always having something new come up, something new to work on. The problems and experiences of both staff and clients may best be seen as the peeling of an onion: one layer gets cleaned off, only to be met with another and yet another. Living is a never-ending task. A new experience always arises, and the clients are forever being called upon to transfer their learned skills to some new area.

The staff notices continually that once a client seems to have mastered something, the environment will hit him or her with something new to conquer.

A closing story: Roberta is perhaps the "star" of the project; she has the highest language skills, she rides the bus by herself across town and back to work; she lives in her own apartment and can pretty well take care of herself. She eats out alone and shops alone and knows when to refill her birth control prescription and when to buy new hearing aid batteries. In short, she is a "success" story. Prior to this growth of independence, Roberta had lived all of her life (to age 17) in an institution for the mentally retarded. Roberta likes pet birds. However, after she had gone through three and they all died, the staff began to suspect that perhaps her treatment of them wasn't quite up to par, that she might have hugged and loved them to death. They caught her once trying to put clothes pins on a bird's wings. The staff put a temporary halt on Roberta's having birds, and, Roberta still wanted to have one.

About two months after the bird ban, a staff member noticed a shoe box under the couch. It had holes poked in it and a piece of masking tape on top on which was printed "new baby bird". Inside the box was a fake bird nest filched from the arts and crafts box and in the nest was a chicken egg, borrowed from the refrigerator. The box had been there under the couch the whole two months, and evidently Roberta thought she could create her own pet. She was seriously waiting for the egg in that box to hatch.

After much laughter and incredulity on the staffs' part, and after they had kindly explained to Roberta that no bird could come from that egg, and after she was congratulated on a logical approach to solving a problem, even though it didn't work, the incident brought home to the staff the never-endingness of their job.

There may always be room in the clients' lives for more training, no matter how capable they are, or appear to be.

APPENDIX

- Domestic Living Skills Observation Checklist (DLSOC)

- User's Concerns and Questions

INDEPENDENT LIVING SKILLS OBSERVATION CHECKLIST

Client _____ Observer _____

OBSERVATION RATING SCALE

- ☒ No opportunity to work on skill since client entered apartment.
- 1 Progress, continue skill; skill is being worked on, but behavior is only a very rough approximation of desired behavior.
- 2 Progress with demonstration, role-modeling, physical prompt; behavior approximates the desired behavior when physical-type prompts are used; follow-up to further refine the behavior is necessary.
- 3 Progress with total communication prompt; behavior approximates the desired behavior when only speech/ language/gesture-type prompts are used; follow-up to further refine the behavior is necessary.
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- 5 Mastery without prompts; behavior exhibited is desired behavior and occurs without prompting.
- 6 Mastery -- behavior generalized; mastered behavior exhibited in one setting will occur in other similar settings.
- NA Not applicable. (State reason why.)

BEHAVIOR (MONTH / DAY)	TRAINING PERIOD				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
HOME MANAGEMENT -- HOUSEKEEPING					
Selects appropriate cleanser and follows direction for use					
Dusts tables, furniture, decorative fixtures					
Sweeps with broom and dust pan					
Mops					
Cleans windows and mirrors					
Makes beds					
Cleans stovetop					
Defrosts refrigerator					
Cleans out refrigerator					
Cleans bathroom					
Cleans up after pets					
Empties trash					
Puts possessions where they belong					
Cleans sink and tub after use					
HOME MANAGEMENT -- MAINTENANCE AND REPAIR					
Replaces light bulbs					
Uses plunger					
When appliances need servicing will contact someone					
When necessary contacts apartment maintenance staff					
HOME MANAGEMENT -- HOME SECURITY/SAFETY					
Locks and unlocks doors					
Opens and closes windows					
Opens and closes curtains					
Handles flammables without creating potential for fire					
Uses wall sockets appropriately					
Can use fire extinguisher					
Secures keys					
Uses peephole/window before opening door					
Doesn't give home information to strangers					

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BEHAVIOR (MONTH / DAY)	TRAINING PERIOD				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
FOOD PREPARATION -- MEAL PLANNING					
Incorporates leftovers into meals					
Selects foods necessary to prepare a breakfast					
Selects foods necessary to prepare a lunch					
Selects foods necessary to prepare a dinner					
Selects foods necessary to prepare a snack					
Selects special diet food					
FOOD PREPARATION -- GROCERY SHOPPING					
Contributes items for grocery list					
Prepares a grocery list					
Shopping -- locates foods on list and places in cart					
Check-out -- takes foods to checkout and places on counter					
Handles money exchange for items purchased					
Food storage -- stores purchased food appropriately, e.g., refrigerator, cabinets, freezer					
Grocery bags -- folds and puts away					
FOOD PREPARATION -- UTENSIL/APPLIANCE USAGE					
Uses can opener effectively and safely					
Uses peeler effectively and safely					
Uses grater effectively and safely					
Uses spatula effectively and safely					
Uses pots and pans effectively and safely					
Uses bowls effectively and safely					
Uses knives effectively and safely					
Uses toaster effectively and safely					
Uses garbage disposal effectively and safely					
Uses refrigerator effectively and safely					
Uses freezer effectively and safely					
Uses stove, oven and broiler effectively and safely					
Uses sink effectively and safely					

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BEHAVIOR (MONTH / DAY)	TRAINING PERIOD				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
FOOD PREPARATION -- MEAL PREPARATION					
Washes hands before preparing meal					
Pours and mixes					
Boils					
Fries					
Bakes					
Carries filled pan to sink or stove					
Prepares mixed ingredients (e.g., pudding, macaroni and cheese, hamburger helper)					
Monitors cooking from start to finish					
Discards spoiled foods					
Regulates cooking temperature -- stove and oven					
Prepares balanced meals without menu					
Food transfer -- puts cooked foods in serving dishes					
FOOD PREPARATION -- SETTING A TABLE					
Removes dinnerware, glassware, and silverware from cabinets					
Chooses functionally appropriate items for table setting					
Sets table for appropriate number of persons					
FOOD PREPARATION -- MEAL CLEAN-UP					
Clears table to counter-top					
Cleans table					
Scrapes uneaten food off plates into garbage/disposal					
Uses dishwater (plugs drain, adds detergent, fills with hot water)					
Washes dishes (dishes to sink, washes, rinses, places on drainer)					
Stores dishes back in correct place					
Wipes-up (cleans sink, stove, and counter-top)					
Rinses and hangs dishrag					

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FOOD PREPARATION -- FOOD STORAGE					
Uses food wrap					
Uses plastic containers					
Uses food bags and twist-ties					
SELF-CARE/PERSONAL HYGIENE -- TOILETING					
Closes door					
Raises and lowers toilet seat					
Sits properly on seat					
Cleans self after elimination					
Flushes toilet					
Washes hands					
SELF-CARE/PERSONAL HYGIENE -- GROOMING AND CLEANING					
Wipes and blows nose					
Washes and dries face and hands (incl. adj. water temp.)					
Brushes teeth (wets brush, adds toothpaste, brushes, rinses)					
Showers/bathes -- adjusts water temperature					
Showers/bathes -- undresses, washes w/soap, rinses, dries without assistance					
Uses deodorant					
Cleans and cares for nails					
Combs, brushes, and shampoos own hair					
Has hair cut or styled					
Shaves (females = underarms and legs)					
Uses cosmetics (applies makeup or blemish treatment)					
Cares for eyeglasses/hearing aides					
Cares for self during menstruation					

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SELF-CARE/PERSONAL HYGIENE -- GENERAL HEALTH CARE					
Cares for adaptive equipment as instructed					
Administers medications to self as instructed					
Seeks assistance when sick					
Discriminates injuries needing medical attention					
Uses bandages					
No substance abuse					
Seeks dental care when necessary					
Participates in physical exercise					
HOME MANAGEMENT -- OPERATION OF HOME APPLIANCES					
Turns lights on and off when not in use					
Uses vacuum including correct attachment and/or bags					
Uses fan					
Uses air conditioning/heating unit including select. temp.					
Uses TV and radio incl. selecting program and not disturbing others					
Uses record player including selecting program and not disturbing others					
HOME MANAGEMENT -- LAUNDRY					
Puts dirty clothes in laundry bag or hamper					
Collects laundry in need of washing					
Sorts clothes according to color and wash load					
Uses washer (coin operated)					
Uses dryer (coin operated)					
Folds and stores clothes					
Hangs clothes in closet					
Can do washing by hand					
Mends clothes					

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SELF-CARE/PERSONAL HYGIENE -- DRESSING					
Dresses with no assistance except difficult fasteners					
Can dress with no assistance					
Puts on, uses, takes off adaptive device					
Ties shoes					
Selects clean clothes to wear					
Selects clothes appropriate for the weather					
Selects clothes appropriate for the occasion (e.g., work/leisure/social)					
Selects clothes coordinated in color and pattern					
Purchases clothes of correct size					
Wears jewelry when appropriate					
SELF-CARE/PERSONAL HYGIENE -- EATING					
Washes hands before eating					
Drinks from cup or glass without spilling					
Eats with spoon and fork					
Cuts with knife					
Uses napkin to wipe face and hands					
Finishes meal within 30 minutes					
Chews with mouth closed and speaks with mouth empty of food					
Cleans up spills					
Passes food upon request and requests food out of reach					
Drinks from water fountain					
Carries cafeteria tray					

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BEHAVIOR	TRAINING PERIOD (MONTH / DAY)				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
FUNCTIONAL-LIVING SKILLS -- INDEPENDENT TRAVEL					
Can walk to neighborhood destination and return					
Rides bus after orientation					
Responds to traffic lights and signs					
Asks simple directions/"where is" directions					
Follows directions					
Can navigate through public areas (mall, stores, restaurant...)					
FUNCTIONAL-LIVING SKILLS -- RECEPTIVE COMMUNICATION					
Answers telephone and takes simple message					
Answers telephone and summons person requested					
Responds to name					
Follows directions including START/FINISH, UP/DOWN, OUT/IN, BOTTOM/TOP, GO/STOP, OFF/ON, CLOSED/OPEN, ABOVE/BELOW, GOING/COMING, TO/FROM					
Responds to simple questions/demands which use familiar words					
Can get a common named object					
Learns new words					
Can follow 3-step instruction for familiar tasks					
Understands simple sentences					
Understands complex sentences					
Participates in meaningful conversation					

INDEPENDENT LIVING SKILLS OBSERVATION CHECKLIST

Client _____ Observer _____

OBSERVATION RATING SCALE

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BEHAVIOR (MONTH / DAY)	TRAINING PERIOD				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
FUNCTIONAL-LIVING SKILLS -- EXPRESSIVE COMMUNICATION					
Expresses basic needs of hunger, thirst, elimination, avoidance of pain					
When addressed responds, even if not intelligible					
Can communicate desire to have/purchase an object					
Asks questions to get information					
Can communicate a need for help					
Can receive and relay simple message					
Initiates communication					
Can participate in one-to-one conversation					
Can participate in group conversation					
Given number, can place telephone call					
Communicates in words or phrases					
Communicates in simple sentences					
Communicates in complex sentences					
Uses language to express feelings, solve problems, learn concepts					
FUNCTIONAL LIVING SKILLS -- READING					
Correctly responds to most signs directly concerned with personal safety in natural environments, e.g., HIGH VOLTAGE, POLICE, WARNING, POISON, CAUTION, DANGER, KEEP OUT, EMERGENCY EXIT					
Correctly responds to men's room/women's room signs					
Correctly responds to WALK/DON'T WALK/WAIT, ENTER/EXIT/IN/OUT, GO/STOP					
Correctly responds to bus number/route name					
Selects object to purchase from identifying label					
Recognizes own name					
Recognizes names of family, peers, and supervisor					
Correctly responds to most informational signs in natural environments, e.g., TELEPHONE, BUS STOP, WATCH YOUR STEP, CLOSED/OPEN, ELEVATOR, ESCALATOR, RING FOR SERVICE, WET PAINT, NO ADMITTANCE, DO NOT TOUCH, FRAGILE, OFFICE, INFORMATION, TOILET, WILL RETURN					

INDEPENDENT LIVING SKILLS OBSERVATION CHECKLIST

Client _____ Observer _____

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BEHAVIOR (MONTH / DAY)	TRAINING PERIOD				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
FUNCTIONAL LIVING SKILLS -- MONEY HANDLING					
Keeps receipts and places where instructed					
Cashes check					
Pays a bill					
Rations out personal money over time					
Associates right amount of money necessary with event, e.g., laundry, eating out, shopping, cokes, purchasing personal goods					
FUNCTIONAL LIVING SKILLS -- COUNTING AND MEASUREMENT					
Correctly responds to concepts MORE, NOT ENOUGH, SAME					
Understands 1st, 2nd, and 3rd					
Matches two sets of objects, up to 10 in number					
Can count to 10					
Understands FULL, HALF, SOME					
FUNCTIONAL LIVING SKILLS -- KNOWLEDGE OF TIME					
Associates position of hands on clock/or numbers with day's events					
Can get to an activity at proper time					
Returns from activity by proper time					
Knows day of week, month, year from calendar					
Plans adequate time to complete activities					
Keeps scheduled appointments					
Identifies special dates via calendar					

INDEPENDENT LIVING SKILLS OBSERVATION CHECKLIST

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BEHAVIOR (MONTH / DAY)	TRAINING PERIOD				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
FUNCTIONAL LIVING SKILLS -- WRITING SKILLS					
Writes or copies first and last name					
Writes or copies names of family, peers, supervisor					
Writes or copies address					
Writes or copies phone number, social security number					
Writes or assembles pictures for shopping list					
Writes or assembles pictures for notes, reminders, messages					
Writes or copies number 0 through 9					
SEX EDUC. & FAMILY PLANNING -- SOCIAL RESPONSIBILITY					
Does not expose self					
Differentiates between public and private places for private, personal behaviors					
Doesn't grab others					
Doesn't take sexual advantage of lower level clients					
Doesn't flirt ostentatiously					
Never leaves with a stranger or someone known only casually					
Keeps conversation with strangers impersonal; doesn't discuss private matters with strangers					
Can care for young child (2 yrs. to 4 yrs.)					
Can be responsible for same-aged peer					
Reports obnoxious remarks and physical violence					
Does not get into car with stranger					

INDEPENDENT LIVING SKILLS OBSERVATION CHECKLIST

Client_____ Observer_____

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BEHAVIOR (MONTH / DAY)	TRAINING PERIOD				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
SEX EDUC. & FAMILY PLANNING -- PREVENTIVE HEALTH					
Refuses drugs or any other medication offered by strangers					
Understands sexual intercourse can lead to pregnancy					
Uses birth control pills					
Doesn't allow self to be fondled by strangers					
Politely excuses self if a stranger lingers too long or asks personal questions					
Can distinguish rape from sexual intimacy, communicate it, and identify the parts					
Screams for help when strangers become physically aggressive					
SEX EDUC. & FAMILY PLANNING -- HUMAN SEXUALITY					
Expresses affection					
Distinguishes between intimacy and friendly affection					
Demonstrates ability to refuse physical contact from another					
Engages in social intimacies appropriately (private, consenting adults, non-injurious)					
Understands sexual changes associated with puberty, e.g., period, erection, and body hair					
Masturbates for self-gratification					
Will initiate communication about sexual concerns					
Goes on dates					
Forms friendships/platonic relationships					
Forms more than casual romantic relationships					
Understands responsibilities of marriage					

INDEPENDENT LIVING SKILLS OBSERVATION CHECKLIST

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BEHAVIOR (MONTH / DAY)	TRAINING PERIOD				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
LEISURE-RECREATIONAL DEVELOPMENT -- INDIVIDUAL RECREATION					
Independently plays electronic games					
Independently looks at magazines/reads newspapers					
Watches TV					
Does a hobby/craft activity -- one area of interest					
Jogs and/or takes walks					
Listens to records, tapes, or radio					
Can independently attend movie, play, concert					
Can independently go out to eat					
LEISURE-RECREATIONAL DEVELOPMENT -- PARALLEL RECREATION					
Spectator at sports					
Goes shopping					
Swims and/or suns					
Attends dances					
Visits with neighbors, friends, and family just to be there					
Attends movies, plays,...					
Eats out					
LEISURE-RECREATIONAL DEVELOPMENT -- GROUP RECREATION					
Jogs with group					
Plays volleyball, basketball, or softball					
Visits with neighbors, friends, family for purpose of participating in an activity					
Plays host to neighbors, friends, family					
Bowls					
Plays cards					
Plays table games					
Reciprocates social invitations					
Goes out to eat with group					

INDEPENDENT LIVING SKILLS OBSERVATION CHECKLIST

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BEHAVIOR (MONTH / DAY)	TRAINING PERIOD				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
PERSONAL-SOCIAL -- EXPRESSION OF FEELINGS					
Accepts reasonable delays to immediate gratification					
Refrains from self-destructive behaviors					
Refrains from hurting others physically or verbally					
Refrains from more than occasional self-stimulation					
Maintains a relaxed and aligned body posture					
Demonstrates appropriate facial expression/body language when SAD, HAPPY, ANGRY, AFRAID					
Controls, to the extent physically possible, socially inappropriate habits, traits, tics, twitches					
Deals positively with most requests					
Thinks before acting -- refrains from impulsive acts					
Asks for help as a way of dealing with frustration					
PERSONAL-SOCIAL -- SELF-ESTEEM					
Acts to become increasingly independent					
When criticized, deals with it in a socially acceptable manner -- refrains from acting out					
Initiates activities which lead to own personal enjoyment					
Sticks with a task -- even if somewhat frustrated -- expects to succeed					
Demonstrates pride in physical appearance without being overly concerned with cleanliness					
Makes realistic choices					
Tolerates changes to usual routines					
Relaxed and unworried about commonplace events					
Accepts own disabilities and deals with own limitations					

INDEPENDENT LIVING SKILLS OBSERVATION CHECKLIST

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BEHAVIOR	TRAINING PERIOD (MONTH / DAY)				PROBLEMS/NEEDS/NOTES (e.g., scale does not fit behavior, behavior ambiguous, not taught...)
PERSONAL-SOCIAL -- INTERPERSONAL BEHAVIORS					
Trustworthy, dependable, reliable					
Helps others					
Interacts appropriately with a variety of people					
Can say/sign PLEASE, THANK YOU, I'M SORRY appropriately					
Refrains from excessively disturbing/interrupting others					
Respects others' personal space and property					
Asks permission to use another's property, uses carefully, and returns it promptly					
Willingly shares					
Acts appropriately at movies, malls, meetings, dances when a leader is present					
Acts appropriately at movies, malls, meetings, dances when only peers present					
Responds to others -- refrains from lethargy or "tuning out" events in immediate environment					
Acknowledges own misbehavior without putting blame on others					
Responds positively to reasonable and natural consequences of misbehavior					
Accepts not always being the center of attention					

Replication Prototype for Community Based Work and Independ... Including Deaf-Blind

user concerns and questions	practice characteristics	minimum standards for replication	replication materials and support
Purposes of the Practice			
A. What are the goals of this practice?	A. To provide work and independent living training for severely disabled secondary students in natural community work and living environments.	A. Student training is conducted off school campus in real work and living situations.	A. Trainers must provide competitive job sites or sheltered workshop employment situations for work adjustment training. Apartments or half-way homes need to be provided for independent living training.
B. What are the staff personnel roles?	B. Work and home trainers, be they teachers, aides, rehab or other personnel, provide on the site work or independent living training at age appropriate natural community sites.	B. Staff must be motivated and believe in natural community training	B. Personnel should be seeked more for their commitment to the growth of their client, than for their education or training.
C. What trainee needs does the practice address?	C. A community based training program allows a student to become independent in work and living situations.	C. A trainee is taught in real community environments only what he/she needs to do, in order to survive as an independent adult.	C. Trainees should be between the ages of 15 and 22, to be served by most school systems.
D. Is the practice non-categorical?	D. This practice is designed to meet the needs of any severely disabled person, who demonstrates an ability to learn.	D. The trainee must demonstrate ability to benefit from instruction.	D. An implementation guide includes several strategies on how to set up and conduct a community based service, emphasizing work and independent living training.

Replication Prototype for [illegible] Including Deaf-Blind

user concerns and questions	practice characteristics	minimum standards for replication	replication materials and support
E. What is the theoretical orientation of this practice?	E. This practice stipulates that for severely disabled youth, whatever is taught in the classroom or any other artificial environment, does not necessarily transfer (skills) to the outside (real world, community environment.)	E. All instructional skills must be taught in chronological age appropriate natural community environments.	E. Must have natural community work sites and/or living setting within the community, to provide this training.
F. How does this practice address the needs of minorities?	F. Since disabled people are the world's "largest minority", this practice attempts to remove attitudinal barriers prevencing equal access, and mainstream disabled into the total work and living fabric of an society.	F. All disabled trainees must have the opportunity to live and work train in environments made up or primarily non-disabled people.	F. Use normal community environments for work and living training.

Replication Prototype for Community Based Work and Independent Living Training for Severely Disabled Youth, including Deaf-Blind

user concerns and questions	practice characteristics	minimum standards for replication	replication materials and support
II. Methods and Objectives of the Practice			
A. Can the practice be divided into parts?	A. Yes, since the program is a two goal emphasis of work and independent living training, either the community work practice or the independent living training practice may be adopted. A wholistic approach, however, is preferred for the shaping of ultimate adult functioning.	A. School/agency provides either work or independent living training with other agencies providing the balance of training.	A. Whatever practice is adopted, natural community training sites are a must, including access to the community via transportation training or provision of transportation.
B. What are the objectives (or competencies) for each part?	B.1 Job training - teach a student to work as independently as possible at a competitive job site or sheltered workshop.	B.1 Conduct direct service training at competitive community worksites or where required, in a sheltered workshop.	B.1 Job sites and workshop placement liaison required.
	B.2 Teach a student to live as independently as possible either in an apartment setting or in a small group home.	B.2 Conduct training on a daily basis in natural community apartments.	B.2 Natural home apartment or group home environments required.
C. What is the scope and sequence of activities for each part?	C.1 Work training: an assigned school staff work trainer denotes all day instructional time to a student learning by doing through his work placement site.	C.1 Staff must be assigned as work trainers, knowledgeable in task analysis, work evaluation, and work adjustment training.	C.1 Staff slots, natural work sites, and transportation may need to be provided or arranged for the student by school staff.

Replication Prototype for Community Based Work and Independent Living Training for Severely Disabled Youth including Deaf-Blind

user concerns and questions	practice characteristics	minimum standards for replication	replication materials and support
C. (continued)	C.2 Independent living training: Domestic living skills including homemaking, personal self-care, leisure time recreation, and community access, as well as sex education and family planning must be addressed as skills minimally required for a severely handicapped young adult to be as independent living as possible.	C.2 This project provides a model curriculum noting minimum skills for survival, which becomes the core of objectives to be taught to the student served.	C.2 Data collection strategies, curriculum objectives, project management and strategies system are provided for local adaptation.
D. What instructional materials are needed to implement the practice?	D. No instructional materials are needed in a natural community practice, other than the natural work and/or living environment itself.	D. Provide normal work and or have living environments in the natural community.	D. Normal work sites and/or sheltered workshops, and community living situations.

Replication Prototype for Community Based Work and Independent Living Training for Severely Disabled Youth including Deaf-Blind

user concerns and questions	practice characteristics	minimum standards for replication	replication materials and support
II. Trainees of the Practice			
A. What entry conditions must trainees meet? How are they selected?	A. All public school students enter this program following placement by an Individual Education plan committee, following the usual child centered process required by P.L. 94-142. Further it is recommended the students be in the age range of 14-22 and that certain minimum entrance criteria be followed to distinguish for whom community training is applicable such as: Student is able to: 1. Express basic needs 2. Comprehend a 3 step instruction with appropriate demonstration 3. Attend to a work task once learned for at least 15 minutes without one to one supervision 4. Independently handle toileting needs 5. Is able to self feed 6. Be provided transportation to and from work 7. Not be dangerous to himself, others, or his environment.	A. School accepts all non-violent students of a secondary age, who have optimally benefited from their classroom environment and are in need of adult work and independent living training in real life (chronological age appropriate) community settings.	A. Implementation guide and program administrators guide to programming is provided by this model including slide tapes on work and independent living strategies.

user concerns and questions	practice characteristics	minimum standards for replication	replication materials and support
3. How are individual trainee needs assessed before training? During training?	B. In addition to the visual child-centered assessments required for a student's placement in a special education program such as: psychological, medical, social history, etc., this model recommends the Camelot as a screening tool for adaptive functional behavior in both areas of work and independentliving skills. The model also has a 15 point guide to entrance criteria. The student must be able to meet at least 50% of the 15 point entrance criteria including not demonstrating violence to himself or others.	B. Staff must follow the child centered process emphasizing student baseline functioning as assessed on the entrance criteria, the Camelot, and all other required assessments for the placement and development of his/her I.E.P.	B. This model provides a suggested minimum entrance criteria and recommends the initial use of the Camelot to assist development of a baseline for present functional skills.
C. What incentives do trainees receive for participation?	C. Most severely disabled students taken out of a self-contained classroom and placed in natural community work and independent living environments are highly motivated by the adult environments within which they receive their instruction. On competitive or sheltered employed jobs, normal paychecks provide incentive. If a student is in training only, a student stipend may be provided at a rate of $2.00 an hour. In apartment training, motivation comes from a fully cooked and edible meal, and a clean bed to sleep in at night etc..	C. Locate jobs in the community which has interesting work, and/or pay the students by employing them competitively or in a sheltered experience, and/or provide a student work stipend.	C. Natural community jobs, with or without pay; natural independent living apartment settings with furniture, dishes, food, recreational games, etc. must be provided in normal adult environments.

user concerns and questions	practice characteristics	minimum standards for replication	replication materials and support
D. How many persons can be trained at one time?	D. Our model's community apartments supervise 4-6 students at a time in 3 apartment settings with one adult staff on duty. Our model's work trainers instruct up to 5 students at a time in sheltered workshops and 1-2 students at competitive job sites for a minimum of 2 months, working toward eventual fade out of the work trainer supervision.	D.* To train 6 students at a time to live independently on a 7 day a week 24-hour a day basis, hire 2½ staff with split shifts of 3:00 PM - 8:00 AM weekdays and 3:00 PM to 3:00 PM work shifts on Saturday and Sunday. Also hire a minimum of 2 work trainers, one to work with students in several local sheltered workshops to increase job tolerance and one to develop competitive job training areas to train 1-2 students over a 2 month period. Such a scheduling could serve up to 12 students in competitive job training over 1 year's time. *Staff deployment is highly optional and depends upon the level of functioning of the students to be served.	D. This model provides strategies for a continum of services in an implementation guide and guide to programming. Such modules stress ways to assist students in several community environments to achieve minimal functional adult skills in the area of domestic living, sex education, leisure time and recreational activities.

eplication Prototype for Youth Including Deaf-Blind

user concerns and questions	practice characteristics	minimum standards for replication	replication materials and support
IV. Staff and Other Resources			
A. What staff are needed to operate the practice? How much time from each?	A. The type, quality and number of staff used in community resources for student work and independent living training rendered by other agencies, as well as the extent of involvement by project staff determines staff needs. At a minimum, however, for every 15 students to be served, 2 work trainers and 3 home trainers for every 6 apartment living students are recommended, since the latter requires varied shifts, 24 hours a day, 7 days a week. Each staff member would work 40-54 hour a week shifts on a full time basis over a 12 month period	A. Adopters should commit a minimum of 2 work trainers and 3 home trainers for every 15 work and 6 independent living students to be served.	A. Minimum of 3 community adult apartments, several workshops and a few competitive job sites would contain all natural replication materials and facilities needed to conduct this project.
B. What does each staff position do? What training is needed?	B. 1. Work trainers: One assists training of students in sheltered workshops, giving technical assistance and conducting direct instruction, second work trainer provides community competitive job training and developes job sites. Training requires people skilled in task analysis, behavior modification, sign language (for deaf) and high skills in the areas of individual student assessment.	B. 1. Hire minimum of 2 work trainers and 3 home trainers plus a program coordinator or manager to work with all 15 students. Staff need expertise in vocational, domestic and behavioral skill areas.	B.1 See project provided administrative and community trainer's guide to programming.

Replication Prototype for Community Based Work and Independent Living Training for Severely Disabled Youth Including Deaf-Blind

user concerns and questions	practice characteristics	minimum standards for replication	replication materials and support
B. (continued)	B. 2. Home trainers provide family setting training requiring skills in domestic living, sex education, recreational and leisure time development, as well as behavior modification, behavioral chart recording skills, and flexibility.	B. 2. Provide access to several rehabilitation and sheltered workshop agencies for low functioning students to receive access to a continum of job support services.	B. 2. Project projected guides to programing and technical assistance training supports the ways and means effort needed to replicate this model.
C. What facility is needed? How much room, what special characteristics?	C. Normal age appropriate, adult community work (sheltered or competitive) and community apartment sites (2-3 bedrooms) are used.	C. Provide training in normal community entironment.	C. Normal work and living sites
D. What hardware is needed? software?	D. Normal community work and living sites with normal work and independent living routines are the environments within which students are trained.	D. Use community environments for all training.	D. Natural work and living sites are needed as the only material and facilities to be provided.
E. What is the cost to start the practices? to operate it? cost peer trainee?	E. Cost to start project is salary of 6 staff, office, travel supply, furniture and capital outlay expenses. The more that is donated for the latter, the cheaper the budget. The overall costs average $8,000 a year per student served.	E. Locate federal, state, or community money to support 6 staff and overhead costs averaging $8,000 per student for each 15 students served.	E. Financial support schools, United Way agencies, foundations, grants or from the private sector is needed in one form or another to provide replication support.

plication Prototype for Community Based Work and Independent Living Training for Severely Disabled Youth including Deaf-Blind

user concerns and questions	practice characteristics	minimum standards for replication	replication materials and support
Context and Support Condition			
. What support is needed from within the replicating agency? From other agencies?	A. The replicating agency serves as the fiscal agent, provides staff supervision, planning and coornation for the project, as well as direct service training. Financial support may come from a multi-school cooperative effort. Other agencies, particularly rehabilitative service providers, provide work training, case work management and social service counseling.	A. Staff must be provided to do the work and independent living training; and interagency coordination for student access to community opportunities.	A. Project developers provide an administrative manuel, a home trainers manuel and a slide tape training program to potential developers. Specific on-site staff development is also offered by the developers on an individually negotiated contract agreement basis.
. What support is needed from parents? From other community groups?	B. Parents must give full support to project staff to allow their child to be placed and trained in either work and/or semi-independent apartment training environments. Every aspect of community resources such as medical, educational, job placement, transportation etc., are called upon to support this total community based effort.	B. Parents and/or students sign off in a school ARD meeting contracts specifying the work and community living training to be provided. Broad interagency liaison efforts are carried out daily, with broad based advisory committee input.	B. Project provides sample forms and strategies in both administrative and staff trainer manuels.
. What other conditions are important to success?	C. A totally involved and dedicated staff, willing to be adaptable to any occasion which arises, as well as full school, parent, and student commitment are absolutely vital. A broad base for program direct service and administrative support is also essential.	C. Adequate staff with sound skills, coupled with sound fiscal support and parent cooperation is required.	C. Project curriculum guides address these issues in detail.

user concerns and questions	practice characteristics	minimum standards for replication	replication materials and support
. Organization and Administration of the Practice			
. What are staff roles and responsibilities?	A. <u>Project Manager/Supervisor</u> - Supervises staff activities - Coordinates interagency contacts - Manages project budget - Provides and/or refers staff for training as needed - Refines curriculum materials - Writes reports - Evaluates project status <u>Work Trainers</u> - Provides on the job student training - Transports or trains students for transportation as needed - Evaluates student progress - Reports on student progress - Serves as contact person for development of new job sites <u>Home Trainers</u> - Surveys best apartment training sites - Maintains supplies and capital outlay equipment as needed - Provides on site independent living apartment training in the areas of home management, personal self care, social development, communication, leisure activities and sex education. - Manages apartment budget - Serves as contact person for interagency social/medical support - Evaluates student progress - Reports student progress	A. Same as practice characteristics.	A. Developers provide an administrative manuel and home trainers manuel as a guide to programming technical assistance and training is also provided by developer staff to potential replication agency staff.

Replication Prototype for Community Based Work and Independent Living Training for Severely Disabled Youth including Deaf-Blind

user concerns and questions	practice characteristics	minimum standards for replication	replication materials and support
What are procedures for policy and operational decisions?	B. The total staff and supervision of the project operate within agency policy and procedures as well as specific policies developed and highly recommended in the administrative guide. Changes or new procedures, on an as-needed basis are developed by consensus in project weekly staffings.	B. Adopt basic policies and procedures for conducting this model as written in the Administrative Guide to Programming provided by the developers.	B. An administrative guide to programming is provided by the developers to potential replication agencies.
What timeline for activities should be followed?	C. - Agency adopts project, hires staff, screens students to be served (3 mos.) - Staff surveys community for job training and apartment living sites (3 mos. and ongoing) - Student contracts are developed in IEP meetings (as needed) - Direct service training provided, (ongoing after project start up). - Interagency coordination (ongoing) - Evaluation (ongoing) - Reports, fiscal maintenance (ongoing)	C. Same as practice characteristics	C. Administrative guide to programming and a 'home trainers guide to programming' is provided by this model's developers.
What personnel, fiscal, and other administrative procedures are important?	D. Project staff will need a broad base of community support both in financial and human service support. It is best to have a sound business office procedure for tracking program business accountability, so that the supervisor can spend more time in staff development. When minors are served in the independent living training aspects of programming, child care licensing must be pursued.	D. Sound business management procedures and services, included direct supervision and procurement of a child care license should be available.	D. The 'administrative guide to programming' is provided by the project developers to assist development of these standards for replication.

Replication Prototype for _____

user concerns and questions	practice characteristics	minimum standards for replication	replication materials and support
VII. EVALUATION OF THE PRACTICE			
A. What procedures are used to evaluate activities and methods?	Hiring a third-party evaluator to be a member of the service delivery team, interview staff, make site visits, write reports, and work with project staff to improve activities and methods.	Five percent of total project cost invested in program evaluator.	Implementation guide section on evaluation; copies of model evaluation plans & reports.
B. What procedures are used to assess trainee change?	n/a -- we examine trainee change by <u>impact</u> on students directly (see c. below)	Committment from program director of openness to change and growth in trainees.	Implementation Guide
C. What procedures are used to assess trainee impact on children or other impacts of the practice?	Monthly completion of a formal evaluation (behavioral checklist) on each client including examination and redefinition of the item pool.	Adoption and use on an ongoing basis of a formal behavioral observation and recording system, systematic collection of data on children, and changes in instruction <u>and</u> observation based on the data.	The Domestic Living Skills Observation Checklist
D. What procedures are used for trainee follow-up after they complete the practice?	Same as C. above	Same as C. above	Same as C. above